

First Year Latin



American School
Chicago

U.S.A.

Beginning or First Year Latin

Prepared especially for the instruction
and training of students of the
American School

By

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BEGINNING OR FIRST YEAR LATIN*

INTRODUCTORY

Before attempting to study any foreign language, you must be familiar with the essentials of your own. That is, you must be familiar with the parts of speech, namely, the noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection, so that you can define them and readily pick them out and identify them in sentences. Besides this you must be able to classify the parts of speech, that is, to tell the different kinds of nouns, pronouns, and so on. You must be able to tell whether a verb is transitive or intransitive. Then, again, the parts of speech do not always occur in the same form, but have different forms (modifications) to indicate different meanings and uses. This change in form to indicate change in meaning is called *inflection*. Inflection when applied to nouns, pronouns, adjectives, and participles is called *declension*, and has reference to the case and number of these parts of speech. Inflection when applied to verbs is called *conjugation* and has reference to the voice, mode, tense, person, and number of verbs. Inflection when applied to adjectives and adverbs is called *comparison* and has reference to the positive, comparative, and superlative degrees. Therefore, it is necessary to have a working knowledge of the parts of speech, their classes and modifications.

The sentence must be studied, so that you can pick out the subject, predicate, and object. Tell what words modify other words. Tell the kind of sentence based upon what the sentence expresses, that is, the *meaning*; and based upon the way the sentence is built, that is, the *form*. When classified according

* This book is based upon COLLAR AND DANIELL'S "First Year Latin" and follows it closely lesson by lesson.

to meaning, sentences are declarative, interrogative, imperative, or exclamatory. When classified according to form, they are simple, complex, or compound.

The parts of speech, their classes and modifications, and sentences are discussed in a way sufficiently technical on pages one to thirteen of our textbook. Review and study the subject matter on these pages. When you are reasonably sure of this work, which is common to all language, you are ready for your first lesson in Latin.

PRELIMINARY REVIEW

In the following sentences pick out:

A noun (1)*	A simple sentence (17)
A pronoun (2)	A complex sentence (19)
A verb (4)	A compound sentence (18)
An adjective (3)	A declarative sentence (10)
An adverb (5)	An exclamatory sentence (10)
A preposition (6)	An imperative sentence (10)
A conjunction (7)	An interrogative sentence (10)
An interjection (8)	A relative clause (2, b)

Sentences:

“Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us,
Footprints on the sands of time.”

“Oh! That this too solid flesh would melt!”

“He who steals my purse steals trash.”

Halt! Who goes there?

Write out a definition of:

Person (2, a)	Conjugation (27)
Number (23)	Declension (22)
Gender (25)	Comparison (26)
Case (24)	Transitive Verb (4, a)
Voice (28)	Intransitive Verb (4, b)
Mode (29, 30, 31)	Subject of a sentence (11, a)
Tense (33)	Predicate of a sentence (11, b)
Positive Degree (26)	Object of a verb (14)
Comparative Degree (26)	Independent clause (18, Note)
Superlative Degree (26)	Dependent clause (19, Note)

* Numbers in parentheses refer to section number in Collar and Daniell.

INTRODUCTORY LESSON

Assignment of work.

The Introductory Chapter of Collar and Daniell's First Year Latin, pages 15 to 19 inclusive, will be referred to many times in the course of our work. It is not necessary to learn all of it, but there are many things which we must know before we can go ahead intelligently. Read the whole chapter right through the first time in order to get the lay of the ground, then go back and learn:

How the Latin alphabet compares with the English alphabet (section 36, page 15).

*Sounds of the letters. Vowels (section 39, page 15). Consonants (section 41, page 16). Diphthongs (section 40, page 16). Practice orally on these sounds. If possible, get one who knows to hear you give them.

How a Latin word is divided into syllables (section 42, page 16). The name of each of the first three syllables of a Latin word counting from the right (section 42, 5, page 16).

What is meant by a long vowel, what is meant by a short vowel (section 43, 1, page 17).

What is meant by a long syllable, what is meant by a short syllable, and when a syllable is long (section 43, 5 and 6, page 17).

Where the accent occurs on a Latin word (section 44, 1, 2, and 3, page 17).

When you feel you have a fair working knowledge, practice reading aloud the little poem in section 45. Listen to yourself as you pronounce the words and see that you give the proper Latin sound to the vowels and consonants, that you divide each word into syllables correctly, and that you place the accent where it belongs. Notice that the only question in regard to accent is in words of more than two syllables. In words of more than two syllables the accent will be on the penult if the penult is long; if it is short the accent will be on the antepenult. When you can do these three things correctly, namely, give the correct sound to the letters, divide a word into syllables, and place the accent where it belongs, you can read Latin correctly.

* The Roman method of pronunciation is used since this is the nearest to that used by the Romans.

PRELIMINARY REVIEW

Divide the following words into syllables by leaving a space between each syllable. Indicate with the accent mark the syllable that receives the accent, e. g., a **mat'ne** for **amatne**:

discessit	ambulātis
ostendis	puellae
calōre	agricola
obscūrum	dēlectāre
vagātur	rēgīna
scintillulam	fēminae
arantne	nautārum
Iānuārius	fīliābus
columbaene	poētae
sagitta	mōnstrāverimus

When is a syllable long? Give five examples from the above list of words.

What syllables may receive the accent? On what syllable does the accent always fall if it can? What syllable never receives the accent?

Name the vowels which occur in Latin.

How does the Latin alphabet compare with the English alphabet?

Which syllable of a Latin word is the ultima? The penult? The antepenult?

NOTE TO STUDENT

Questions to be reviewed, which are found in each lesson, are for practice only. Examinations to be sent to the School follow each fifth lesson. Attention is called to the Reviews of Declension, Comparison, Verb Forms, and Syntax, on pages 105 to 120.

1. **Marking vowels.** (a) Long vowels are marked in the vocabularies. Mark all long vowels in the written exercises. (b) The mark over the final ā in ablative case, first declension, must always be marked long, as it is part of the case ending.

2. **Original sentences.** The English of all original Latin sentences must be written on your paper. Do not take the model sentences from your text or some other text and use them as original.

3. **Word order.** The regular Latin order is subject, object, verb. The indirect object is generally placed before the direct object.

LESSON I*

1. Assignment of work.

On page 20, read over and study the Latin words in sections 48 and 49, and learn their English meanings. In learning vocabularies, always test yourself by giving the English word from the Latin and the Latin word from the English. Be sure and learn the gender of each word and what vowels are marked long.

Study the model sentences in section 50. Pick out the subject and predicate in each sentence. Notice the difference in spelling between **puella** and **puellae** and the consequent difference in translation, e. g., when the word ends in **a**, it is singular number; when it ends in **ae**, it is plural. Notice the difference between **cantat** and **cantant**. When the verb ends in **t**, it is singular number, when it ends in **nt**, it is plural. Notice in sentences 3 and 4, **-ne** is attached to the verb; **-ne** is the sign of a question and is always attached to a leading word, not necessarily a verb; it is not translatable. When an interrogative word like **quis** is used, **-ne** is omitted. (See section 44, 3.)

Notice the model sentences in section 50:

In Latin there is no article. Translate the article needed with each noun; e. g., **puella**, *a girl, the girl, girl*.

Verbs agree with their subjects in number.

Learn the rule for the subject in section 51.

2. Questions to be reviewed.

1. Write the English of the Latin sentences in section 52, I; and the Latin of the English sentences in section 52, II. Number each sentence as numbered in the book.

2. Copy the Latin sentences 1, 4, 7, 9, and 10, in section 52, I, and underscore each subject once and each predicate twice.

3. What is the difference in spelling between a noun that is the subject of a singular verb and a noun that is the subject of a plural verb?

4. What is the difference in spelling between a verb that is the predicate of a singular noun and a verb that is the predicate of a plural noun?

* The lesson number of this manual corresponds to the lesson number of COLLAR AND DANIELL'S "First Year Latin." C. & D. refers to Collar & Daniell.

5. Write the Latin of the following English sentences:
 (1) The girl walks. (2) The girls walk. (3) The boys and sailors dance. (4) The spears resound. (5) Who is swimming?
 (6) Are the girls dancing? (7) The girls are singing and dancing.

6. In what respect does a verb agree with its subject?

7. What happens to the articles *the*, *an*, and *a*, when an English noun is translated into Latin?

8. How may a question be indicated in Latin?

9. Write the plural of all nouns in section 49.

10. Write the plural of all verbs in section 49.

11. Use the enclitic **-ne** in a sentence.

LESSON II

3. Assignment of work.

On page 22, in section 53, read carefully and notice that there are other forms of the noun besides the nominative singular and the nominative plural learned in Lesson I. Remember that case is the variation (difference in spelling) of nouns, pronouns, adjectives, and participles, to show their relation to other words in the sentence (section 24), and then the name *case* will seem appropriate to each of these forms.

Notice carefully the names of the cases as follows:

1. The *subject-case*, called the *nominative case*.
2. The *of-case*, called the *genitive case*.
3. The *to- or for-case*, called the *dative case*.
4. The *object-case*, called the *accusative case*.
5. The *address-case*, called the *vocative case*.
6. The *with-, from-, by-, in-case*, called the *ablative case*.

Notice:

1. When the *subject-case* is to be used in the singular, the ending is **a**.
2. When the *of-case* is to be used in the singular, the ending is **ae**.
3. When the *to- or for-case* is to be used in the singular, the ending is **ae**.
4. When the *object-case* is to be used in the singular, the ending is **am**.
5. When the *with-, from-, by-, in-case* is to be used in the singular, the ending is **ā**.
6. When the *subject-case* is to be used in the plural, the ending is **ae**.
7. When the *of-case* is to be used in the plural, the ending is **ārum**.
8. When the *to- or for-case* is to be used in the plural, the ending is **is**.

9. When the *object-case* is to be used in the plural, the ending is **ās**.

10. When the *with-, from-, by-, in-case* is to be used in the plural, the ending is **īs**.

NOTE: The address-case (vocative) has the same ending as the nominative case singular and plural.

The endings **a, ae, ae, am, ā; ae, ārum, īs, ās, īs**, are called case endings, because they determine the case of the noun. Learn these terminations (case endings) in section 53.

The common part of a word, to which the terminations (case endings) are added, is called the *stem*. The stem of a noun is found by dropping the case ending in the genitive singular, e. g., **hastae** (genitive singular), **hast** (stem).

NOTE: Notice the exception in reference to **filia** in note 2 at the bottom of page 22.

4. Questions to be reviewed.

1. Learn the rule for gender in section 54.

2. Learn the words in section 55, in the way explained in Lesson I.

3. Study the model sentences in section 56, and then learn section 57.

4. Learn the declension of **hasta**.

5. Write the English of the Latin sentences in section 58, I; and the Latin of the English sentences in section 58, II.

6. Copy sentences 1, 2, 3, 6, 7, section 58, I; underscore each subject once, each predicate twice, each object three times.

7. Write out the declension of each noun in section 55 in full, as **hasta** is declined in section 53. Always give abbreviations for case names with each form, as is given with **hasta**.

8. Write the plural of each verb in section 55.

9. Write in order the endings that determine the case of a noun of the first declension.

10. What is the common part of a Latin noun called to which the case endings are added? How is it found?

11. What is the prevailing gender of nouns of the first declension so far studied? What exceptions have we had?

12. What cases have the same ending?

LESSON III

5. Assignment of work.

On page 24, read sections 59 and 60 carefully and notice:

(a) That Latin verbs are grouped into four classes distinguished by the ending of the present infinitive as follows:

1. The present active infinitive of verbs of the first conjugation ends in **āre**, (long **āre**), e. g., **amō, amāre**.

2. The present active infinitive of verbs of the second conjugation ends in **ēre**, (long **ēre**), e. g., **moneō, monēre**.

3. The present active infinitive of verbs of the third conjugation ends in **ere**, (short **ēre**), e. g., **regō, regere**.

4. The present active infinitive of verbs of the fourth conjugation ends in **ire**, (long **ire**), e. g., **audiō, audire**.

(b) That the arrangement of all the forms of a verb in reference to voice (page 11, section 28), mode (page 12, sections 29, 30, 31), tense (page 13, section 33), person (page 2, section 2, a), and number (page 9, section 23), is called *conjugation* (page 11, section 27), or *inflection* (page 9, section 21).

(c) That:

1. The ending **ō** (**m** in some tenses) means **I** (acting).

2. The ending **s** means **you** (singular, acting).

3. The ending **t** means **he, she, it** (acting).

4. The ending **mus** means **we** (acting).

5. The ending **tis** means **you** (plural acting).

6. The ending **nt** means **they** (acting).

NOTE: **ō** (**m**), **s**, **t**; **mus**, **tis**, **nt**, are called active personal endings, since they denote the person of the verb, and that person as acting.

(d) That there is a common part called the *present stem* which is formed by dropping the final **re** of the present active infinitive, e. g., **amāre** (infinitive); **amā** (present stem). The present stem of all verbs is found in this way. Therefore, the formation of the present tense is: Present tense = present stem *plus* personal endings, e. g.

INDICATIVE PRESENT

SINGULAR		PLURAL	
1st Person	amō	1st Person	amā plus mus
2d Person	amā plus s	2d Person	amā plus tis
3d Person	ama plus t	3d Person	ama plus nt

NOTE: In the first person singular the stem vowel **a** is dropped and **o** is added in its place. (Section 60, a.)

Notice carefully where the long vowels occur, viz., in the second singular, and the first and second plural. Write every present tense this way.

6. Questions to be reviewed.

1. Learn the verbs in section 62. Notice that the first column has the present indicative form and the second column the present infinitive form of the corresponding present indicative form. A verb is always spoken of by its present indicative form, e. g., **amō**.

2. Learn the rule of agreement in section 61, and the law in regard to the subjects to be used with verb forms when no subject is expressed, in section 61, a and b.

3. Write the English of the Latin forms in section 63, I; and the Latin of the English forms in section 63, II.

4. How is the conjugation to which a verb belongs determined?

5. Write out the definition of: voice; mode; tense; person; number; conjugation; inflection.

6. What are the active personal endings and why are they so called?

7. How is the present stem of a verb found?

8. What is the formation of the present indicative?

9. Conjugate each of the verbs in section 62 in the present indicative active. (Mark vowels correctly).

10. In section 63, I, sentences 2, 3, 4, what is **-ne** used for? (Section 50, d).

11. In section 63, I, translate **ambulat** in nine (9) different ways. (Section 60).

12. When the personal ending **ō (m)** appears, what is the subject if no subject word is expressed? If **s** appears? If **t** appears? If **mus** appears? If **tis** appears? If **nt** appears?

LESSON IV

7. Assignment of work.

On page 26, read sections 65 and 67 carefully, and then learn section 68.

Learn the new words in section 66.

Notice that the genitive singular ending is given with the new nouns in section 66. The genitive singular ending will be given with each noun studied in the future. The declension of a noun is determined by the genitive singular ending. Therefore, learn the nominative and genitive singular of each noun.

Notice that with the new verbs in section 66 the infinitive is given. The infinitive or its endings, viz., **āre, ēre, ere, īre**, will be given with each verb studied in the future. The conjugation of a verb is determined by its present infinitive. Therefore learn the present indicative and present infinitive of each verb.

Learn the peculiarity in declension of **fīlia**. (See p. 22, footnote.)

8. Questions to be reviewed.

1. Write the English of the sentences in section 69, I; and the Latin of the sentences in 69, II. Write the English of sentences in section 70.

2. When is a noun put into the genitive case?

3. What other cases have the same form as the genitive in the first declension?

4. In section 69, I, sentences 6, 7, 8, 9, and 10, what do the genitives **agricolārum, poētae, fēminae, Galbae, and nautārum** express?

5. How is the possessive case expressed in English:

1. In the singular number?

2. In the plural number?

6. Write out in full (like **hasta**, p. 22, section 53) the declension of each noun in section 66.

7. Write out in full the conjugation in the present tense (like **amō**, p. 24, section 60), of each verb in section 66.

8. What peculiarity of declension has **fīlia**? What is this for?

LESSON V

9. Assignment of work.

On page 28, study section 71 carefully and compare the conjugation of **moneō** in the present tense with the conjugation of **amō** in the present tense and notice:

1. That the stem vowel (vowel with which the stem ends) is **e**, and not **a** as in the first conjugation.

2. That this change from **a** to **e** results from the fact that the infinitive of **moneō**, which is **monēre**, ends in long **ēre** instead of long **āre** as in **amāre**.

3. That the personal endings are the same, viz., **o, s, t; mus, tis, nt**.

4. That the vowel is long before the personal endings **s, mus, and tis**.

Learn the new words in section 72.

10. Questions to be reviewed.

1. Write the English of sections 73, I, and 75; and the Latin of section 73, II.

2. Write the answers to the review questions in section 74.

3. Write out in full the declension of each noun in section 72.

4. Write out in full (like **moneō**, section 71) the conjugation of the present tense of each verb in section 72.

5. Translate, **Pirātae et advenae filiās poetae terrent.**

6. Give case of words underlined in question 5 and rules under which they come.

EXAMINATION

LESSONS I, II, III, IV, V

- I. Divide the following words into syllables and mark the syllable that receives the accent:

(a) pīrātae	(f) discessit
(b) pecūniam	(g) puella
(c) moneō	(h) filiābus
(d) monentne	(i) mōnstrāverimus
(e) dēlectāre	(j) nautārum
- II. Translate the following Latin sentences into English:
 - (a) Incolae pīrātās terrent.
 - (b) Puellae pecūniam habent.
 - (c) Quis pecūniam habet?
 - (d) Cūius terram rēgīna līberat?
 - (e) Poētane filiam rēgīnae dēlectat?
- III. Translate the following English sentences into Latin:
 - (a) We bring Galba's spears.
 - (b) The queen's doves delight the farmers' daughters.
 - (c) The pirates terrify the farmer's doves.
 - (d) Whose money does the queen's daughter have?
 - (e) The woman frees the dove and fortune delights the inhabitants.
- IV. Write the present tense of **compleō, complēre**, (second conjugation).
- V. Write the present tense of **narrō, narrāre**, (first conjugation).
- VI. How is a question indicated in Latin? (Illustrate by example.)
- VII. What case in Latin corresponds to the possessive case in English?
- VIII. Write the case forms singular and plural of **rēgīna**.
- IX. In the Latin sentences for translation in question II, which words are subjects and which are predicates?
- X. In the English sentences in question III, what nouns are in the English possessive case?

LESSON VI

11. Assignment of work.

On page 30, study carefully section 78 and learn section 79.

On page 31, study carefully section 80 and learn section 81.

Notice that the *to-* or *for-* case is sometimes called the indirect object, and that the *in* idea is expressed by **in** with the ablative, and answers the question where?

Learn the new words in section 77, and drill yourself on the words of the previous vocabularies in lessons I, II, III, IV, and V.

12. Questions to be reviewed.

1. Write the English of sections 82, I, and 83; and the Latin of section 82, II.

2. Write out in full the declension of each noun in section 77.

3. Write out in full the conjugation of the present tense of each verb in section 77. Those whose infinitive ends in **āre** are like the present tense of **amō** (60); and those whose infinitive ends in **ēre** are like the present tense of **moneō** (71).

LESSON VII

13. Assignment of work.

On page 32, study sections 84, 85, and 86, carefully and notice:

1. That nouns of the second declension may end in **us** and **um**. The **us**-nouns are masculine and the **um**-nouns are neuter.

2. All **us**-nouns of the second declension are declined like **hortus**.

3. All **um**-nouns of the second declension are declined like **donum**.

4. That **us** is the ending in the singular number of the *subject-case* (Nominative).

5. That **ī** is the ending in the singular number of the *of-case* (Genitive).

6. That **ō** is the ending of the singular number of the *to- or for-case* (Dative).

7. That **um** is the ending in the singular number of the *object-case* (Accusative).

8. That **ē** is the ending in the singular number of the *address-case* (Vocative) (84, a).

9. That **ō** is the ending in the singular number of the *with-, from-, and by-case* (Ablative).

10. That **ī** is the ending in the plural number of the *subject-case* (Nominative).

11. That *ōrum* is the ending in the plural number of the *of-case* (Genitive).

12. That *īs* is the ending in the plural number of the *to- or for-case* (Dative).

13. That *ōs* is the ending in the plural number of the *object-case* (Accusative).

14. That *īs* is the ending in the plural number of the *with-, from-, and by-case* (Ablative).

15. That the gender of nouns is indicated in the vocabularies, *m*, to denote that a noun is masculine; *f*, that a noun is feminine; and *n*, that a noun is neuter.

16. The formation of the genitive singular of nouns ending in *ius* and *ium* (84, c).

17. The formation of the vocative of proper names and of *filius* (son) (84, d).

Learn the new words in section 86.

14. Questions to be reviewed.

1. Write the English of the sentences in sections 88, I, and 89; and the Latin of section 88, II.

2. Write out in full (like *hortus*) the declension of all masculine nouns in section 86.

NOTE: Notice that all neuter nouns have their nominative, accusative, and vocative alike in both the singular and plural number.

3. Write out the answer to each review question in section 87.

LESSON VIII

15. Assignment of work.

On page 34, study carefully sections 90, 91, and the adjectives in section 94, and notice:

1. That the adjective *bonus* (and others like it) has three forms in the nominative singular. One form ends in *us*; is declined with the same endings as *hortus* (section 84); and must be used when the adjective modifies a masculine noun. A second form ends in *a*; is declined with the same endings as *hasta* (section 53); and must be used when the adjective modifies a feminine noun. A third form ends in *um*; is declined with the same endings as *donum* (section 84); and must be used when the adjective modifies a neuter noun.

2. That a few nouns, e. g., *nauta*, *agricola*, *Galba*, *poëta*, and *pīrāta*, have the endings of feminine nouns of the first declension and yet are masculine. When adjectives like *bonus* modify these nouns and a few others like them, the masculine (*us* form) must be used, e. g., *nauta bonus*, *poëta māgnus*, *agricola validus*, *Galba clārus*.

3. That **bonus**, -a, -um, and adjectives like **bonus** may appropriately be called adjectives of the first and second declension.

Learn section 92.

Learn the new words in section 94.

16. Questions to be reviewed.

1. Write the English of the sentences in section 95, I; and the Latin of section 95, II.

2. Write out the complete declension of all nouns in section 94.

3. Write out the complete declension of: (1) **carrus validus** (2) **pīlum validum** (3) **fēmina clāra** (4) **agricola grātus**.

4. In section 95 in sentences 5, 6, 7, and 9, underscore once each subject, twice each predicate, and three times each object.

5. In what respects do adjectives agree with their nouns. (Section 92).

6. Why may **bonus** and other adjectives like **bonus** be called adjectives of the first and second declensions?

LESSON IX

17. Assignment of work.

On page 36, in section 96, learn the conjugation of **sum** in the present indicative and notice:

1. That the personal endings **ō (m)**, **s**, **t**; **mus**, **tis**, **nt**, occur here as in the present of **amō** and of **moneō**.

2. That **m** is the ending in the first person singular.

3. Learn the English meaning of each form.

Study sections 98 and 100 and then learn section 99.

In section 97, learn the new nouns with their genitive singular and gender; the new adjectives with their three forms for gender; and other new words.

NOTE: Always learn the nominative and genitive, singular, and gender of each noun, e.g., **bellum** (nominative singular), **belli** (genitive singular, neuter gender). Always learn the three forms for gender of each adjective, e.g., **bonus** (masculine), **bona** (feminine), **bonum** (neuter).

18. Questions to be reviewed.

1. Write the English of the sentences in section 102, I; and the Latin of the sentences in section 102, II.

2. Write out the complete declension of: (1) **bellum**; (2) **dea**; (3) **inimicus**; (4) **meum caelum**; (5) **lātus, lāta, lātum**.

3. Write out the answer to each question of the review in section 101.

4. Name the predicate nouns and the predicate adjectives in the sentences in section 102, I, and II.

5. How does one express in Latin: (1) they are; (2) you (plural) are; (3) we are; (4) he, she, or it is; (5) you (singular) are; (6) I am.

LESSON X

19. Assignment of work.

We have learned in Lesson VII that nouns that end in **us** are masculine and are declined with the masculine endings of the second declension. There are a few nouns that end in **er** or **ir** that are also masculine nouns of the second declension and are declined with the masculine endings of the second declension, e. g., **puer** and **vir**.

Notice in section 103 that **puer** is the nominative and forms the base to which the other case endings are added.

Notice in section 103 that there are also adjectives that end in **er** and that the nominative singular masculine form is the base to which the regular endings of the other cases are added to form the different cases, e. g., **liber**.

Notice in section 103, a, that these nouns and adjectives have no ending **us** in the nominative singular masculine.

Learn the new words in section 105.

20. Questions to be reviewed.

1. Write the English of the sentences in sections 106, I, and 107; and the Latin of the sentences in section 106, II.

2. Write out the complete declension of: (1) **vir liber**; (2) **fēmina tenera**; (3) **bellum asperum**; (4) **poēta miser**.

3. Write out the complete conjugation in the present indicative of: (1) **superō, -āre**; (2) **vocō, -āre**.

NOTE: To what conjugation do these verbs belong?

4. Write out the answer to each question in the review in section 104.

EXAMINATION

LESSONS VI, VII, VIII, IX, X

- I. Translate the following Latin sentences into English:
- (a) Lūna viam servōrum dominō monstrat.
 - (b) Stellae in caelō lūcent et viae clārae sunt.
 - (c) Domina fābulās fīliābus nārrat.
 - (d) Amīcōs, domine, in hortō habēs.
 - (e) Puerī parvī sunt lātīs in viīs.
- II. Translate the following English sentences into Latin:
- (a) Large stars are in the clear sky.
 - (b) The master's son gives pleasing gifts to the messenger.
 - (c) The fierce man tells a long story to my boy.
 - (d) We live in a famous town.
 - (e) A strong horse delights the fierce men.
- III. Write a Latin sentence containing (a) *a direct object*; (b) *an indirect object*. (Give original sentences.)
- IV. Write a Latin sentence containing an expression for *place where*. (Make the sentence original.)
- V. Write the declension of **validus** in all genders.
- VI. Write a Latin sentence containing a *predicate noun*.
- VII. Decline **bellum novum** in neuter gender.
- VIII. What is the ending of the vocative singular for nouns of the second declension ending in **us** in the nominative singular?
- IX. What is the gender of nouns of (a) the first declension; (b) the second declension ending in **us** and **r**; (c) the second declension ending in **um**?
- X. What is the agreement between (a) the subject of a sentence and the predicate of a sentence; (b) an adjective and the noun or pronoun which it modifies; (c) a predicate noun and the subject of the verb?

LESSON XI

21. Assignment of work.

On page 40, section 108, notice another class of nouns of the second declension which end in **er**, e. g., **ager**, **agrī**; and another class of adjectives whose nominative singular masculine ends in **er**. Read section 108, a, carefully and note the difference between these nouns and adjectives, and **puer** and **liber** in section 103.

Because the **e** is cut out, these nouns and adjectives are called syncopated, while the nouns and adjectives in section 103 are called unsyncopated.

Study the model sentences in section 110; and then learn section 111.

Learn the words in section 109.

22. Questions to be reviewed.

1. Write the English of section 112, I; and the Latin of section 112, II.

2. Write out the complete declension of: (1) **liber**; (2) **magister**; (3) **multus**, **multa**, **multum**; (4) **dominus**.

3. What is the difference between a syncopated and an unsyncopated noun of the second declension, ending in **er**?

4. What are appositives?

5. In section 112, I, sentences 10 and 11, what nouns are appositives?

6. What is the difference in spelling between the Latin word for *book* and the word for *free*?

LESSON XII

23. Assignment of Work.

Review the present indicative of **sum** (96).

Turn to page 230, section 502, and learn the imperfect indicative and the future indicative of **sum**. Be sure also to learn the English meaning of each form.

Study the model sentence in sections 114 and 114, a; and learn the rule for the *dative of possessor* in section 115.

Study the model sentence in sections 116 and 116, a; and learn the rule for the *dative with special adjectives* in section 117. Notice that these adjectives express quality, attitude, or relation. We shall find later that a verb that expresses either of these will also take a dative. Therefore, a word that expresses quality, attitude, or relation will be followed by the dative case.

24. Questions to be reviewed.

1. Write the English of the sentences in section 118, I; and section 120.

2. Write out the answer to each question in section 119.

3. Write an original sentence in Latin that illustrates the dative of possessor.

4. Write the imperfect indicative, the future indicative, the present indicative, and the present infinitive of **sum**.

5. Write the present infinitive of: (1) **amō**; (2) **vocō**; (3) **superō**; (4) **monstrō**; (5) **maneō**.

6. What is meant by the present stem of a verb? How is it found?

LESSON XIII

25. Assignment of work.

On page 44, section 121, a, b, study the formation of the imperfect indicative active of **amō** and notice:

1. That between the present stem **amā** and the personal endings there is a syllable **ba**. This syllable is the sign of the imperfect indicative. The imperfect indicative of each regular verb in Latin has this tense sign, and is to be translated as **amō** is translated here.

2. That the imperfect of **moneō** is formed in the same way.

3. That the formation of the imperfect indicative equals present stem plus **ba** plus personal endings, e. g., **amā plus ba plus m**, **monē**, plus **ba plus m**, **pugnā plus ba plus m**, **terrē plus ba plus m**, etc. This law holds good for all verbs.

Remember the formation of the present indicative—present indicative equals present stem plus personal endings, e. g., **ama plus t**, **mone plus t**, etc.

Learn the new words in section 122.

Study carefully the model sentences in section 123 and 123, a; and then learn the rule for the *ablative of means or instrument* in section 124.

26. Questions to be reviewed.

1. Write the English of the sentences in section 125, I; and the Latin of the sentences in section 125, II.

2. Write the imperfect indicative and the future indicative of: (1) **impleō**, -ēre; (2) **ōrnō**, -āre; (3) **pūgnō**, -āre; (4) **terreō**, -ēre.

3. Write the declension of: (1) **scūtum**, -ī; (2) **somnus**, -ī; (3) **noster**, **nostra**, **nostrum**.

LESSON XIV**27. Assignment of work.**

On page 46, in sections 126 and 126, a, study the future indicative active of **amō** and **moneō** and notice:

1. That the tense sign is **bi**.
2. That the present stem is used.
3. That the future tense equals present stem *plus* **bi** *plus* personal endings, e. g., **amā** *plus* **bi** *plus* **s**, **monē** *plus* **bi** *plus* **s**, etc.
4. That the personal ending **m** in the first person singular is dropped and the tense sign vowel **i** is changed to **o**.
5. That the tense sign vowel **i** in the third person plural is changed to **u**.
6. That the stem vowel before **ba** (121) and **bi** (126) is always long.

Learn the future indicative active of **amō** and **moneō** (126).

Learn:

1. Present indicative equals present stem *plus* personal endings.
2. Imperfect indicative equals present stem *plus* **ba** *plus* personal endings.
3. Future indicative equals present stem *plus* **bi** *plus* personal endings.

Study carefully the model sentences in sections 128 and 128, a; and then learn the rule for the *ablative of manner* in section 129.

Learn the new words in section 127, and remember to test yourself both ways in reviewing and learning new words, i. e., see the Latin word and make yourself remember the English meaning; then see the English word and make yourself remember the Latin meaning. Keep at the vocabularies in this way until you know them perfectly. You must know the vocabularies.

28. Questions to be reviewed.

1. Write the English of the sentences in section 130, I; and the Latin of the sentences in section 130, II.

2. Write the future indicative active of: (1) *agitō*, -āre; (2) *properō*, -āre; (3) *terreō*, -ēre.

3. Write the present indicative, imperfect indicative, and the future indicative of *teneō*, -ēre.

4. Write the declension of: (1) *cūra*, -ae; (2) *studium*, *studī*; *somnus*, -ī.

5. Write out the ablatives of manner in section 130, I and II.

6. What is the sign of the imperfect indicative tense? Of the future indicative?

LESSON XV

29. Assignment of work.

On page 48, study section 131 carefully, and notice that a verb has four *principal parts* as follows:

1. The present indicative is given as one of the principal parts in order to name the verb. A verb is always spoken of by mentioning the present indicative.

2. The present infinitive is given as the second of the principal parts to give a form from which the present stem is derived. The present stem equals the present infinitive with the final *re* dropped, e. g., *amā re*, *amā* is the present stem.

3. The perfect indicative is given as the third of the principal parts to give a form from which the perfect stem is derived. The perfect stem equals perfect indicative with the final *i* dropped, e. g., *amāv i*, *amāv* is the perfect stem.

4. The perfect participle is given as the fourth of the principal parts. Give a form from which the participle or supine stem is derived. The participle or supine stem equals the perfect participle with the final *us* (only a gender ending) dropped, e. g., *amatus*, *amat* is the participle or supine stem.

NOTE: All the forms of any verb are built upon some one of these stems.

Remember that the present, imperfect, and future indicative are built upon the present stem, and then study the formation of the perfect active indicative tense in section 132, and notice that there is an entirely new set of personal endings, viz.,

1. *ī* in the first person singular means *I*, acting.
2. *istī* in the second person singular means *you* (singular), acting.
3. *it* in the third person singular means *he*, *she*, or *it*, acting.
4. *imus* in the first person plural means *we*, acting.
5. *istis* in the second person plural means *you* (plural), acting.
6. *ērunt* or *ēre* in the third person plural means *they*, acting.

NOTE: Learn these endings in order. They are called the perfect personal endings.

7. The perfect active indicative tense is formed by adding the perfect personal endings to the perfect stem, or perfect active indicative equals perfect stem *plus* **ī, istī, it; imus, istis, ērunt** or **ēre**.

The formation of tenses so far studied is:

1. Present equals present stem *plus* personal endings.
2. Imperfect equals present stem *plus* **ba** *plus* personal endings.
3. Future equals present stem *plus* **bi** *plus* personal endings.
4. Perfect equals perfect stem *plus* perfect personal endings.

Now learn the perfect indicative active of **amō** in section 132.

Learn the new words in section 135.

30. Questions to be reviewed.

1. Write out the English of the sentences in sections 133, I, and 134; and the Latin of section 133, II.

2. Write the perfect active indicative of: (1) **dēlectō, -āre, dēlectāvī**; (2) **fugō, -āre, fugāvī**; (3) **liberō, -āre, liberāvī**; (4) **ōrnō, -āre, ōrnāvī**; (5) **portō, -āre, portāvī**; (6) **superō, -āre, superāvī**; (7) **vocō, -āre, vocāvī**.

3. Write the present indicative, the imperfect indicative, the future indicative, and the perfect indicative of **pūgnō, pūgnāre, pūgnāvī**.

4. Write the declension of: (1) **audācia**; (2) **vīcīnus**; (3) **magister**.

EXAMINATION

LESSONS XI, XII, XIII, XIV, XV

- I. Translate the following Latin sentences into English:
- (a) In hortō agricolae, dominī meī, equōs nigrōs videō.
 - (b) Caelum clārum nautīs est grātum.
 - (c) Mercurius nūntius deōrum erat et scūtum aureum portābat.
 - (d) Servī in agrōs properābunt et magnō cum studiō labōrābunt.
 - (e) Agricolae frumentum in oppidum cum gaudiō portābant.
- II. Translate the following English sentences into Latin:
- (a) A good servant is not lazy.
 - (b) The messenger has a white horse.
 - (c) The master was teaching the boys by means of books.
 - (d) The men will drive the horses with great care.
 - (e) We shall carry the gifts into the temple with joy.
- III. Write a Latin sentence which contains an *appositive* and tell what noun it limits, and in what respect it agrees with that noun.
- IV. Decline **puer piger** (masculine gender).
- V. Conjugate **vocō, vocāre**, in the imperfect indicative active.
- VI. Conjugate **teneō, tenēre**, in the future indicative active.
- VII. Translate, naming the case of each noun and giving the reason for the use of that case: (a) Marcus gladiō longō pugnābat. (b) Cum gaudiō magistrō librum dōnābit. (c) Vesta erat dea Rōmae. (d) Virō sunt miserī filiī. (e) Dōna Marcō, meō amicō, erunt grata.
- VIII. What Latin words do the following suggest? (a) Multiply; (b) vacation; (c) amicable; (d) library; (e) magistrate; (f) deity; (g) studious.
- IX. Conjugate **sum** in the (a) present indicative; (b) imperfect indicative; (c) present infinitive.

LESSON XVI

31. Assignment of work.

On page 50, in section 136, study the conjugation of **moneō** in the perfect indicative active and notice:

1. That the perfect indicative of the principal parts is formed in a different way than that of a verb of the first conjugation, e. g., of **amō**, **-āre**, **amāvī**, **amātus**.

2. That the perfect stem of **moneō** is found in exactly the same way as the perfect stem of **amō**, i. e., by dropping the final **ī** of the perfect indicative of the principal parts; e. g., **amāv ī**, **amāv** is the perfect stem of **amō**, and **monu ī**, **monu** is the perfect stem of **moneō**. This rule will hold good with all verbs.

Learn the conjugation of **moneō** in the perfect indicative active as given in section 136. Also learn the English meanings.

Learn the principal parts of the verbs in section 136, b, and their meanings. From now on, learn the principal parts of each verb studied. These must be learned outright.

Notice that **teneō** and **lūceō** have no perfect participle.

Notice that verbs of the second conjugation in the present indicative end in **eō**.

32. Questions to be reviewed.

1. Write the English of the sentences in section 137, I; and the Latin of the sentences in section 137, II.

2. Write the conjugation of the perfect indicative active of: (1) **habeō**; (2) **terreō**; (3) **teneō**.

3. Write the conjugation of the present indicative active, imperfect indicative active, future indicative active, and the perfect indicative active of **videō**.

LESSON XVII

33. Assignment of work.

On page 52, learn the declension of **is**, **ea**, **id**. Learn this word, and following words having different forms for gender in the nominative singular, from left to right and not up and down, i. e., learn the nominative masculine, the nominative feminine, and then the nominative neuter; next learn the genitive masculine, the genitive feminine, and then the genitive neuter and so on, e. g., **is**, **ea**, **id**; **ēius**, **ēius**, **ēius**; **eī**, **eī**, **eī**; **eum**, **eam**, **id**; **eō**, **eā**, **eō**, and so on in the plural.

In section 139, notice and learn the meanings of **is** in the different cases.

Notice that **is** may mean an unemphatic *this* or *that*. The masculine gender may mean *he*, the feminine *she*, and the neuter *it*.

Study the model sentences in section 140 and notice that:

1. The word **is** may be used as a demonstrative adjective (see p. 3, section 3, c), as pointed out in section 140, a.

2. The word **is** may be used as a demonstrative pronoun (see p. 2, section 2, d), as pointed out in section 140, b.

Learn the perfect indicative of **sum** (see p. 230, section 502).

34. Questions to be reviewed.

1. Write the English of the sentences in section 141, I; and the Latin of the sentences in section 141, II.

2. Write the present, imperfect, future, and perfect indicative of **sum**.

3. Write the complete declension (all cases) of: (1) **id donum**; (2) **is nūntius**; (3) **ea patria**.

4. Write the nominative and genitive singular, and the gender of each noun in section 141, I.

5. Define: (1) Demonstrative pronoun; (2) Demonstrative adjective.

LESSON XVIII

35. Assignment of work.

On page 54, in section 142, learn the declension of the interrogative pronoun **quis**. Use the method suggested for **is** (section 138).

The genitive singular is pronounced *kooyus*, and the dative singular, *kwee*.

Learn the case meanings in section 143, and notice that they are just what you expected from your previous knowledge of case meanings.

Study the model sentences in section 144, a, b, and notice:

1. That **quis** may be used as an interrogative adjective (see p. 3, section 3, c).

2. That **quis** may be used as an interrogative pronoun (see p. 2, section 2, c).

36. Questions to be reviewed.

1. Write the English of the sentences in section 145, I; and the Latin for the sentences in section 145, II.
2. Write the complete declension (all cases) of: (1) **quis vir**; (2) **quae fēmina**; (3) **quod donum**.
3. Write the answer to each question of the review in section 146.
4. Give the principal parts of: (1) **amō**; (2) **moneō**.
5. Decline: (1) **dea**; (2) **studium**; (3) **vir**.

LESSON XIX**37. Assignment of work.**

Remember:

1. That verbs whose present infinitive ends in **āre** are verbs of the *first* conjugation.
2. That verbs whose present infinitive ends in **ēre** are verbs of the *second* conjugation.
3. That verbs whose present infinitive ends in **ere** are verbs of the *third* conjugation.
4. That verbs whose present infinitive ends in **īre** are verbs of the *fourth* conjugation.

The study of **regō**, a verb of the third conjugation, will now be taken up. Turn to p. 223, section 499, and learn the present, imperfect, future, and perfect indicative active of **regō** and notice:

1. That the present stem is **rege**, and the perfect stem is **rex**.
2. That in the present tense, the present stem vowel **e** is changed to **i** in the second and third persons singular and in the first and second persons plural. The **e** is changed to **u** in the third person plural.
3. That the imperfect tense is regular, i. e., present stem *plus* **ba** *plus* personal endings; and that the stem vowel **e** is always long before **ba**, as we have seen before.
4. That the future tense has dropped the tense sign **bi**, and that the personal endings are added directly to the present stem. Notice that the stem vowel **e** is changed to **a** in the first person singular.
5. That the perfect tense is regular, i. e., perfect stem *plus* the perfect personal endings **ī**, **istī**, **it**; **imus**, **istis**, **ērunt** or **ēre**.

Notice that **e** of the personal of the third person plural is long.

Learn the words in section 148. Be sure to commit to memory the nominative and genitive singular, and the gender of all nouns, and the principal parts of the verbs.

38. Questions to be reviewed.

1. Write the English of section 149, I; and the Latin of section 149, II.
2. Conjugate in the present, imperfect, future, and perfect tense: (1) **dūcō** (for principal parts see section 148); (2) **emō** (for principal parts see section 148); (3) **mittō** (for principal parts see section 148).
3. How are verbs of the different conjugations distinguished?
4. Decline: (1) **aurum**; (2) **incola**; (3) **plēnus, plēna, plēnum**.
5. Write the present stem and the perfect stem of: (1) **regō**; (2) **reportō**; (3) **dūcō**; (4) **emō**; (5) **mittō**.
6. Write the case endings of a noun of the first declension.
7. Write the case endings of a masculine noun of the second declension.
8. Write the case endings of a neuter noun of the second declension.
9. Write the active personal endings of verbs.
10. Write the active perfect personal endings of verbs.

LESSON XX

39. Assignment of work.

Learn the new words in section 153. Remember to learn the principal parts of the verbs.

40. Questions to be reviewed.

1. Write the English of the sentences in section 151, I; and the Latin of the sentences in section 151, II.
2. Write the translation into English of section 152, and notice:
 1. That this is a conversation between a brother (**frāter**) and his little sister (**sorōrcula**).
 2. That forms not studied up to this time are given in parenthesis.
3. Write the answer to each question of the review in section 150.

EXAMINATION

LESSONS XVI, XVII, XVIII, XIX, XX

- I. Translate the following Latin sentences into English:
 - (a) Agricolae agrōs lātōs magnā cum curā arāvērunt.
 - (b) Puer parvus eī equō frūmentum dōnāvit.
 - (c) Quibus virīs nōn est patria cāra?
 - (d) Quae dona nōn sunt grāta?
 - (e) Cur domina in hortō manet?
- II. Translate the following English sentences into Latin:
 - (a) The women have taught the boys and girls carefully.
 - (b) These men are our friends.
 - (c) Who sees the boys in the fields?
 - (d) To whom has the boy given the arms?
 - (e) Why do the farmers drive the horses in those fields?
- III. Conjugate **portō, portāre**, in the perfect indicative, active.
- IV. Conjugate **terreō, terrēre**, in the perfect indicative, active.
- V. Write the present infinitive active of (a) **pugnō**; (b) **impleō**; (c) **sum**; (d) **ducō**.
- VI. Decline **is** in all genders.
- VII. What is the tense sign (a) of the imperfect tense, (b) of the future tense in the first and second conjugations?
- VIII. Write the principal parts of (a) **amō**; (b) **moneō**; (c) **regō**.
- IX. Write the active personal endings of verbs in the perfect tense and tell what each ending means in English.
- X. Write in Latin: *We praise him.*
- XI. Answer these questions in Latin, taking care to change the person of the verb when necessary: (a) *Quis es?* (b) *Esne amicus agricolae?* (c) *Pūgnāvistīne tēlis?* (d) *Ubi erant bonī liberī?* (e) *Cuī vir equum dōnāvit?*

LESSON XXI

41. Assignment of work.

On page 60, in section 154, study and learn the declension of **rēx** and notice:

(a) That there is an entirely new set of case endings as follows:

1. The nominative singular case ends in **x** (**x** equals **gs**, **g** and **s** unite to form **x**) or **s**.

2. The genitive singular case ends in **is**.

3. The dative singular ends in **ī**.

4. The accusative singular ends in **em**.

5. The ablative singular ends in **e**.

6. The nominative plural ends in **ēs**.

7. The genitive plural ends in **um**.

8. The dative plural ends in **ibus**.

9. The accusative plural ends in **ēs**.

10. The ablative plural ends in **ibus**.

(b) That the stem is **rēg**, found by dropping the genitive singular case ending **is** from the genitive singular of the noun, e. g., **rēgis** (genitive singular), **rēg** equals stem.

NOTE: The stem of most nouns is found in this way.

(c) That the nominative and accusative plural have the same form.

(d) That the ending **ī** in the dative singular and **ēs** in the nominative and accusative plural are long vowels.

(e) Notice that **c** and **g** unite with **s** to form **x**, e. g., genitive singular of **dux** is **ducis**, stem equals **duc**, nominative singular equals **duc plus s** equals **dux**. The genitive singular of **rēx** is **rēgis**, **rēg** is the stem, the nominative singular equals **reg plus s** equals **rex**.

Notice that masculine and feminine nouns are declined alike.

Notice that neuter nouns have the same characteristics of case similarity as neuter nouns of the second declension, e. g., **corpus**.

Notice the stem of each noun ends in a consonant; therefore they are called consonant-stemmed nouns, e. g. **rēgis** (genitive), **rēg** equals stem; **militis** (genitive), **milit** equals stem; **virtutis** (genitive), **virtūt** equals stem; **capitis** (genitive), **capit** equals stem.

Notice that the last vowel of the stem is changed in forming the nominative. This change must be remembered for each word as no rule can be given.

Learn the case endings (terminations).

Learn the words in section 155. Be sure and learn the full genitive singular of all nouns of the third declension which you study.

42. Questions to be reviewed.

1. Write the English of the sentences in section 156, I; and the Latin of the sentences in section 156, II.

2. Write the declension of: (1) **dux**; (2) **eques**; (3) **lapis**; (4) **pedes**.

3. Write the declension of: (1) **miles bonus**; (2) **ea virtūs**; (3) **id caput**.

4. Which letters are classed as vowels?

5. Which consonants are classed as mutes; which as liquids?

6. In nouns of the third declension what form would the vocative case take?

7. What is meant by the vocative case (p. 78)?

LESSON XXII

43. Assignment of work.

On page 225, section 500, learn the conjugation of **capiō** in the present tense, imperfect tense, future tense, and perfect tense, in the indicative mode, active voice, and notice:

1. That in the present tense the only differences between **capiō** and **regō** are in the first person singular where **capiō** has **iō** and **regō** has **ō**, and in the third person plural where **capiō** has **iunt** and **regō** has **unt**.

2. That in the imperfect tense and future tense **capiō** has **i** before the stem vowel **e**.

3. That the perfect tense is regular, i. e., perfect tense equals perfect stem *plus* perfect personal endings.

4. That because the present infinitive ends in **ere** and the present active indicative first person singular ends in **iō**, these verbs are called the **iō** verbs of the third conjugation.

Study the model sentences in sections 158 and 158, a; and learn the rule for the *ablative of place whence* in section 159, and the rule for the *ablative of place whither* in section 160.

Learn the new words in section 161.

44. Questions to be reviewed.

1. Write the English of the sentences in section 162, I; and the Latin of the sentences in section 162, II.

2. Write the conjugation in the present tense, imperfect tense, future tense, and perfect tense, active indicative of: (1) **fugiō**; (2) **iaciō**.

3. Write the declension of: (1) **lēgātus**; (2) **pēs**; (3) **schola**.

4. When is **i** a consonant (section 37)?

5. In section 162, I, II, write out all the expressions for place whence and place whither.

6. When must **ab** and **ex** be used and not **ā** and **ē**? Illustrate with words used in this lesson (section 159 note).

LESSON XXIII**45. Assignment of work.**

On page 64, in section 163, learn the declension of **pater**, **homō**, **volnus**, and **corpus**, and notice:

1. That the stems end in a liquid (still a consonant stem).

2. That **pater** drops the **s** of the nominative singular and also drops the **e** of the ultima in forming the genitive. This makes **pater** a syncopated noun of the third declension, just as **ager** was a syncopated noun of the second declension.

3. That **volnus** and **corpus** are neuters with all the characteristics of declension of neuters.

NOTE: **Volnus** is sometimes spelled **vulnus**.

Study the model sentences in sections 164 and 164, a; and then learn the rule for the *ablative of cause* in section 165.

Learn the words in section 166.

46. Questions to be reviewed.

1. Write the English of the sentences in section 167, I; and the Latin for the sentences in section 167, II.

2. Write out the answer to each question in the review in section 168.

3. Write out the declension of: (1) **is homō**; (2) **id corpus**; (3) **pater cārus**.

4. In section 167, I, II, write out the different ablatives and tell what kind of ablative each one is, i. e., does it express *place whence, place whither, means or instrument, manner, or cause?*

5. Write the present tense, imperfect tense, future tense, and perfect tense of *sum*.

6. Write the future tense of: (1) **doleō**; (2) **dimittō**; (3) **videō**; (4) **terreō**.

LESSON XXIV

47. Assignment of work.

On page 66, in section 169, learn the declension of **hostis**, **nūbēs**, **urbs**, **animal**, and notice:

1. That the stem is found by dropping the ending **um** in the genitive plural, not in the usual way by dropping the case ending in the genitive singular, e. g., **hostium**, **hosti** is the stem.

2. That the stems do not end with a consonant, as all other nouns of the third declension have, but with a vowel, and that vowel is always **i**. Hence these nouns are called **i-stemmed nouns** of the third declension.

3. That these nouns may have **i** in the ablative singular. That they always have **ium** in the genitive plural, instead of **um**, as do consonant-stemmed nouns, and **is** or **ēs** in the accusative plural.

4. That the neuters end in **ia** instead of **a**.

Learn the rule for **i-stemmed nouns** in section 170.

Notice that a few nouns have **im** for **em** in the accusative singular (see 169, c).

Notice that a few nouns may have both **e** and **i** in the ablative singular, e. g., **avis**, **cīvis**, **fīnis**, and **nāvis**. Learn these nouns (see 169, c).

48. Questions to be reviewed.

1. Write the English of the sentences in section 172, I; and the Latin of the sentences in section 172, II.

2. Decline: (1) **avis**; (2) **cīvis**; (3) **īgnis**; (4) **mare**; (5) **ferrum**; (6) **urbs**.

3. What are the active personal endings?

4. What are perfect active personal endings?

5. Write the principal parts of each verb used in section 172, I.

6. Write the nominative and genitive singular of each noun in section 172, I.

LESSON XXV**49. Assignment of work.**

This lesson is a review of the third declension of nouns.

Learn the rule for masculine nouns and then the rule for feminine nouns, then remember that nouns having any other endings than those mentioned under masculine or feminine must be neuter, and thus a good rule for gender of nouns of the third declension will be fixed in mind. Remember that these rules are subordinate to the general rules of gender in section 47, 1, 2, in the reader.

Review the new words in sections 176 and 177, and apply the rules for gender.

50. Questions to be reviewed.

1. Make a list of nouns in sections 176 and 177 having consonant stems, and another list of those having *i* stems.

2. Write out the declension of: (1) **pōns**; (2) **imperātor**; (3) **salūs**; (4) **socius**; (5) **tēlum**.

EXAMINATION

LESSONS XXI, XXII, XXIII, XXIV, XXV

- I. Translate the following Latin sentences into English:
- (a) Equitēs nostrōs milītēs gladiūs volnerābunt.
 - (b) Milītēs dē mūrīs lapidēs iaciēbant.
 - (c) Dux laudem māgnam ā rēge capiet.
 - (d) Pater ēius militis hostēs cum audaciā pugnābit.
 - (e) Cīvēs nūbem navium in marī vīdērunt.
- II. Translate the following English sentences into Latin:
- (a) The courage of the horsemen and the zeal of the infantry gained the victory for the king.
 - (b) Who sent the messenger to the king?
 - (c) The king was grieving because of a lack of soldiers.
 - (d) The citizens praise the men because of their courage.
 - (e) The boys are hastening from the city to the school.
- III. Decline (a) **dux**; (b) **caput**; (c) **mīles**; (d) **rēx**.
- IV. Conjugate **iaciō**, **iacere** in (a) present indicative active; (b) imperfect indicative active; (c) future indicative active; (d) perfect indicative active.
- V. Translate: ad murum; in bellum; ex oppidō; ab nuntiō; ad silvās; in agrīs; ex provinciā.
- VI. Translate: to the field; in the towns; on land; from the walls; into Gaul; out of the garden.
- VII. Write a Latin sentence which has in it an *ablative of cause* (expressed without a preposition).
- VIII. Write a list of i-stem nouns.
- IX. Decline **pater carus**.
- X. Wherein does the conjugation of **capiō** differ from that of **regō**; (a) in the present tense; (b) in the imperfect tense; (c) in the future tense?

LESSON XXVI

51. Assignment of work.

Study the new words in section 180.

Translate section 179 into good English. Some words are used here for the first time and do not appear in the vocabularies studied. Find the meaning of such words from the general vocabulary in the back part of book.

Write in English the questions and answers given in section 181.

52. Questions to be reviewed.

1. Write out the answer to each question of the review in section 178.

2. Write out the declension of: (1) **sōlus**, **sōla**, **sōlum**; (2) **hostis**.

3. Write out the conjugation in the present tense, imperfect tense, future tense, and perfect tense, indicative active of: (1) **dēfendō**; (2) **sustineō**.

LESSON XXVII

53. Assignment of work.

On page 72, in section 182, study the declension of **ācer**, an adjective of the third declension, and notice:

1. That **ācer** has three forms for gender in the nominative singular.
2. That the case endings are the same as the case endings of nouns of the third declension.
3. That **ācer** has an **i** stem, and thus all the characteristics of a noun of the third declension which has an **i** stem.

Study next the declension of **brevis** and notice:

1. That the masculine gender and the feminine gender are alike. Therefore **brevis** has two forms for gender in the nominative singular.
2. That the case endings are those of the third declension of nouns.

Study next the declension of **audāx** and notice:

1. That there is only one form for gender in the nominative singular, the masculine, feminine, and neuter being alike in that case.
2. That the case endings are the same as those of the third declension of nouns.

Learn carefully the declension of these three words and

remember that adjectives of the third declension are classified as follows:

(a) Those having three forms for gender in the nominative singular, e. g., **ācer**, **ācris**, **ācre**.

(b) Those having two forms for gender in the nominative singular, e. g., **brevis**, **breve**.

(c) Those having one form for gender in the nominative singular, e. g., **audāx**.

Notice that all these adjectives have **i** stems, and that **audāx** may also have an **e** form in the ablative singular.

Learn the words in section 184.

54. Questions to be reviewed.

1. Translate into English section 183.

2. Write the present, imperfect, future, and perfect indicative active of: (1) **gerō**; (2) **praebeō**.

3. Write the declension of: (1) **cōstantia**; (2) **exemplum**; (3) **gēns**; (4) **populus**; (5) **potestās**.

4. Write the declension of: (1) **commūnis**, **-e**; (2) **fortis**, **-e**; (3) **omnis**, **-e**.

5. Write the declension of: (1) **acre animal**; (2) **breve corpus**; (3) **hostis audāx**; (4) **avis ācris**.

LESSON XXVIII

55. Assignment of work.

On page 227, in section 501, learn the active indicative present, imperfect, future, and perfect of **audiō** and notice:

1. That the infinitive ends in **īre**, and that therefore **audiō** is a verb of the fourth conjugation.

2. That in the imperfect tense there is an **e** between the stem and the tense sign **ba**.

3. That in the future tense there is an **e** between the present stem and the personal endings. In the first person singular the **e** is changed to **a**.

4. That in the present tense third singular the ending is **unt** instead of **nt** as usual.

5. That with the above exceptions the conjugation is regular.

Study the model sentences in section 187 and then learn the rule for the *ablative of time when or within which* in section 188.

Learn the words in section 189.

56. Questions to be reviewed.

1. Write the English of the sentences in section 190, I; and the Latin of the sentences in section 190, II.

2. Compare the conjugation of **audiō** with that of **capiō** in the present tense. In what respects do they differ?

3. Write the conjugation in the present, imperfect, future, and perfect indicative active of: (1) **reperiō**; (2) **veniō**.

4. Write the declension of: (1) **aestās**; (2) **annus**; (3) **hōra**; (4) **lūx**; (5) **tempus**.

5. Write the present stem and the perfect stem of: (1) **reperiō**; (2) **veniō**.

6. From the sentences in section 190, 1, write five ablatives of time when or within which.

LESSON XXIX**57. Assignment of work.**

Make a list of all verbs, with their principal parts, used so far in the vocabularies beginning with Lesson XVI. Make the list by conjugations, i. e., on one page of your notebook headed *First Conjugation* write all the verbs of the first conjugation with their principal parts so far studied. Leave two blank pages and then on the next page headed *Second Conjugation* write all the verbs of the second conjugation with their principal parts, and so on with the verbs studied of the third conjugation, and then those of the fourth conjugation. When a new verb is studied in the future, write it in its proper list. This will be a handy list for review.

Study the conjugation of **amō** and **moneō** in the pluperfect and future perfect active in section 192 and notice:

1. That the pluperfect tense active equals perfect stem *plus* **era** *plus* personal endings, e. g., **amāv** *plus* **era** *plus* **m**, **monu**, *plus* **era** *plus* **m**.

2. That the future perfect tense equals perfect stem *plus* **eri** *plus* personal endings, e. g., **amāv** *plus* **eri** *plus* **s**, **monu** *plus* **eri** *plus* **s**.

NOTE: In the first person singular **m** is dropped and **i** is changed to **o**.

The formation of all indicative active tenses may be stated as follows:

1. Present tense equals present stem *plus* personal endings.

2. Imperfect tense equals present stem *plus* **ba** *plus* personal endings.

3. Future tense equals present stem *plus* **bi** *plus* personal endings.
4. Perfect tense equals perfect stem *plus* perfect personal endings.
5. Pluperfect tense equals perfect stem *plus* **era** *plus* personal endings.
6. Future perfect tense equals perfect stem *plus* **eri** *plus* personal endings.

NOTE: The tense sign "bi."

Review vocabularies in sections 180, 184, 189.

58. Questions to be reviewed.

1. Write the English of the sentences in section 193, I; and the Latin of the sentences in section 193, II.
2. Write the answer to each question of the review in section 194.
3. Write the pluperfect and future perfect indicative active of: (1) **tolerō**; (2) **obsideō**; (3) **gerō**; (4) **veniō**; (5) **reperiō**; (6) **praebeō**.

LESSON XXX

59. Assignment of work.

On page 78, in section 195, study the forms of the locative and notice:

1. That the locative case is found only in declensions I, II, and III.
2. That the locative case answers the question *where* or *in which*, e. g., where are you living? (Answer) In Rome (**Romae**). Where were you when it rained? (Answer) At home (**domī**).
3. That in the first declension the ending **ae** in the singular is the same as the genitive singular; and the ending **īs** in the plural is the same as the ablative plural.
4. That in the second declension the ending **i** in the singular is the same as the genitive singular, and the ending **īs** in the plural is the same as the ablative plural.
5. That in the third declension the ending **ī** (e) in the singular is the same as the ablative; and the ending **ibus** in the plural is the same as the ablative plural.
6. Because of the facts in 3, 4, and 5, above, the locative forms like the genitive are called locative genitives, and the locatives like the ablative are called locative ablatives.

Study carefully the model sentences in section 196 and notice that when the place whither, or place whence, is the name of a town or **domus** or **rūs**, the place whither or place whence is expressed without a preposition, i. e., place whither is expressed

by the accusative alone, and not by **ad** or **in** with the accusative; and place whence is expressed by the ablative alone, and not by **ab**, **de**, **ex**, or **ē** with the ablative.

Learn the rules in section 197 for names of towns and **domus** and **rūs**.

Learn the new words in section 198.

60. Questions to be reviewed.

1. Write the English of the sentences in section 199, I; and the Latin for the sentences in section 199, II.

2. Write the conjugation of **iaciō** in the present, imperfect, future, perfect, pluperfect, and future perfect indicative active.

3. Write the declension of **frāter**.

4. Express in Latin, *Hannibal came from Delphi to Athens*.

5. Are names of towns, **domus** and **rūs** used with or without a preposition?

EXAMINATION

LESSONS XXVI, XXVII, XXVIII, XXIX, XXX

- I. Translate the following Latin sentences into English:
- (a) *Māgnus erat terror, quia parva eīs erat spēs (hope) salūtis.*
 - (b) *Caesar in Galliā bellum gerēbat.*
 - (c) *Nūbēs hieme in caelum veniunt.*
 - (d) *Mīlitēs inter tela ācrium hostium ad urbem vēnerant.*
 - (e) *Tuus pater domī manēbat.*
- II. Translate the following English sentences into Latin:
- (a) Why did not the king capture the city, Rome?
 - (b) Why was Caesar waging war in Gaul?
 - (c) At the second hour of the night the soldiers will come boldly (with boldness) to the city.
 - (d) The general had led the horsemen from the town.
 - (e) Caesar sent horsemen and foot soldiers (infantry) to Rome.
- III. Write the Latin for the following expressions:
- (a) In the town.
 - (b) To the town.
 - (c) From the town.
- IV. Write the pluperfect indicative active of (a) **curō, curāre**; (b) **praebeō, praebēre**; (c) **gerō, gerere**; (d) **veniō, venīre**.
- V. Write a Latin sentence which contains an expression for *time when*. (Give an original sentence).
- VI. From what Latin words are the following derived: hostile; partial; ignite; marine; nocturnal?
- VII. Decline (a) **nox**; (b) **lūx**; (c) **perīculum**.
- VIII. In what respect does the declension of *i-stem* nouns, e. g., **ignis**, differ from *consonant-stem* nouns, e. g., **mīles**.
- IX. Decline the adjective **fortis, forte**, (like **brevis, -e**).
- X. Decline **ācer, ācris, ācre**, in all genders.

LESSON XXXI

61. Assignment of work.

On page 80, in section 200, learn the declension of **hic**, and of **ille**.

The pronunciation of the dative singular **huic** equals **hweek**.

Notice that this is the English **week** with the *h* sound in front. Nearly *week*.

The genitive singular **huius** is pronounced **hooyus**.

The masculine **hic** is pronounced **heak**, not **hick**, and the feminine **haec** is pronounced **hike**, and the neuter **hoc** is pronounced **hock**. Therefore the nominative in the different genders would be pronounced as if spelled masculine *heak*, feminine *hike*, neuter *hock*.

Notice that while the case endings in the singular are irregular, the case endings in the plural are regular, except in the neuter nominative and accusative of **hic**.

Remember that **is** was an unemphatic *this* or *that*, and notice that **hic** is an emphatic *this*, with the plural meaning *those*, and that **ille** is an emphatic *that*, with the plural meaning *those* (201, c).

Hic and **ille** may be used as personal pronouns, the same as **is** (201, b).

Hic may mean *the latter* and **ille** *the former* when used in contrast (201, b).

Learn the words in section 203.

62. Questions to be reviewed.

1. Write in English section 202; and write in Latin the sentences in section 204.

2. Give the rule for nouns of the third declension with **i** stems.

3. What is the tense sign of (1) the imperfect tense; (2) the future tense; (3) the pluperfect tense; (4) the future perfect tense?

4. Write the first person singular of each of the six tenses of the indicative active of **invādō**.

LESSON XXXII

63. Assignment of work.

On page 82, in section 205, the study of the passive voice of verbs is begun.

Remember that the active voice is any form of a verb that represents the subject as acting, e. g., The boy strikes the ball. The subject *boy* is *acting*. The passive voice is any form of the verb that represents the subject as acted upon or the receiver of an act, e. g., The boy is struck by the ball. The subject *boy* is *acted upon* or is the *receiver of an act*.

The passive voice has a set of personal endings that mean, when attached to verb forms, that the subject is acted upon, e. g.:

1. **r**, in the first person singular means *I* (acted upon).
2. **ris** or **re**, in the second person singular means *you* (singular acted upon).
3. **tur**, in the third person singular means *he, she, or it* (acted upon).
4. **mur**, in the first person plural means *we* (acted upon).
5. **mini**, in the second person plural means *you* (plural acted upon).
6. **ntur**, in the third person plural means *they* (acted upon).

NOTE: Learn these endings, **r**, **ris** or **re**, **tur**; **mur**, **mini**, **ntur**.

Notice that the formation of the present tense previously studied, viz., present tense equals present stem plus personal endings, applies here. If the active voice is wanted, use the active personal endings, **o (m)**, **s**, **t**; **mus**, **tis**, **nt**. If the passive voice is wanted, use the passive personal endings, **r**, **ris** or **re**, **tur**; **mur**, **mini**, **ntur**.

Learn present tense, imperfect tense, and the future tense in the passive of **amō** on page 217, section 497, and of **moneō** on page 220, section 498, and notice that the passive endings are used instead of the active.

NOTE: The future indicative passive second singular has **be** instead of **bi** (205 b).

What has been found true in reference to the passive of **amō** in the present, imperfect, and future, is also true of **moneō**, **regō**, **faciō**, and **audiō** in the same tenses.

Study the model sentences in section 207, and then learn the rule for *personal agent* in section 208. Learn the note also.

64. Questions to be reviewed.

1. Write the English of the sentences in section 206, I; and the Latin of the sentences in section 206, II.

2. Write the English of the sentences in section 209, I; and the Latin of the sentences in section 209, II.

3. Write the present, imperfect, and future, active and passive of: (1) **laudō**; (2) **doceō**.

4. Write out the expressions for personal agent in the sentences in section 209, I, II.

5. In turning a sentence from the active into the passive, what changes are made (207, a)?

6. When is the preposition omitted with an ablative of personal agent (208, Note)?

7. Write the passive personal endings.

8. Pick out a locative case in section 209, I.

LESSON XXXIII**65. Assignment of work.**

On page 84, in section 210, learn the declension of the relative pronoun **quī**.

Compare the declension of **quī** with that of **quis** in section 142, and notice that the only difference is that **quī** has **quod** for its neuter nominative and accusative while **quis** has **quid**.

Study the table of meanings in section 211.

Study the model sentences in section 212, a, b, and then learn the rule for a relative pronoun as given in section 213.

Learn the words in section 214.

Remember that a relative pronoun relates to some word in the principal clause called its antecedent.

66. Questions to be reviewed.

1. Write the English of the sentences in section 215, I; and the Latin for those in section 215, II.

2. Write the declension of: (1) **cōnsilium** (note form of the genitive singular); (2) **māter**; (3) **ingēns**.

3. Write the conjugation of **servō** in the present, imperfect, and future, indicative, active and passive.

4. In what respects does a relative agree with its antecedent?
5. Write the relative pronouns, each with its antecedent in the sentences in section 215, I, II.

LESSON XXXIV

67. Assignment of work.

Review the active of **regō** and **capiō** in the present, imperfect, and future indicative in sections 499 and 500.

Learn the passive of the same tenses in the same sections and notice that to form the passive, the passive endings **r**, **ris** or **re**, **tur**; **mur**, **mini**, **ntur** are substituted for the active endings **o** (**m**), **s**, **t**; **mus**, **tis**, **nt**, except in the first person singular of the future where the stem vowel **e** is first changed to **a** and the first person singular of the present where the personal ending **r** is added to the corresponding form in the active.

Learn the words in section 218.

68. Questions to be reviewed.

1. Write the translation in English of section 219.
2. Conjugate in both voices in the present, imperfect, and future: (1) **dūcō**; (2) **mittō**; (3) **scribō**.

NOTE: These verbs are conjugated like **regō**.

3. Conjugate in both voices in the present, imperfect, and future: (1) **iaciō**; (2) **recipiō**.

NOTE: These verbs are conjugated like **capiō**.

4. Write the declension of: (1) **castra** (notice that this word has no singular); (2) **cōsul**; (3) **īra**; (4) **pāx**.

5. Write the present stem and the perfect stem of: (1) **abdūcō**; (2) **recipiō**; (3) **scribō**; (4) **vincō**.

LESSON XXXV

69. Assignment of work.

Remember that the personal pronouns in English are *I* of the first person, *you* of the second person, and *he*, *she*, and *it* of the third person, and are declined as follows:

	SINGULAR	PLURAL
<i>Nom.</i>	I	we
<i>Poss.</i>	my or mine	our or ours
<i>Obj.</i>	me	us

	SINGULAR	PLURAL
<i>Nom.</i>	you	you
<i>Poss.</i>	your or yours	your or yours
<i>Obj.</i>	you	you

	SINGULAR	PLURAL
<i>Nom.</i>	he	they
<i>Poss.</i>	his	their or theirs
<i>Obj.</i>	him	them

	SINGULAR	PLURAL
<i>Nom.</i>	she	they
<i>Poss.</i>	her or hers	their or theirs
<i>Obj.</i>	her	them

	SINGULAR	PLURAL
<i>Nom.</i>	it	they
<i>Poss.</i>	its	their or theirs
<i>Obj.</i>	it	them

Learn the declension in section 492 of **ego**, the personal pronoun of the first person, and of **tu**, the personal pronoun of the second person.

The Latin has no personal pronoun of the third person corresponding to *he*, *she*, or *it* of the English, but the demonstratives **is**, **hic**, and **ille** are used for that purpose; the *masculine* of **is**, **hic**, and **ille** corresponds to *he*, the *feminine* to *she*, and the *neuter* to *it*.

A reflexive pronoun refers back to the subject, e.g., He strikes himself. In this sentence *himself* is a reflexive pronoun because it refers back to the subject *he*. The equivalent of this word in Latin is **sē** and is declined in section 492. Learn it and notice that it has no nominative and is declined the same in the plural as in the singular.

Study the model sentences in section 221, and notice:

1. That **ego** and **tū** in the first sentence are personal pronouns.
2. That **sē** in the second sentence is a reflexive pronoun.
3. That **tui** in the third sentence is personal and that **tē** is reflexive, i. e., the sentence may be translated, You love you, which of course means, You love yourself. Therefore, **tē** is a reflexive pronoun of the second person.
4. We might have such a sentence as, **Ego mē laudō**, which might be translated, *I praise me*, which means *I praise myself*. Here **mē** is a reflexive of the first person.
5. Therefore, Latin gives a reflexive of the first person, of the second person, and of the third person (221, c).

The personal ending of the verb indicates what pronoun must be used with the verb form, e. g.:

1. The active endings.

o (m)	equals	ego , <i>acting</i>	
s	equals	tū , <i>acting</i>	
t	{ equals	is , ea , id	} <i>acting</i>
	{ equals	hīc , haec , hōc	
	{ equals	ille , illa , illud	
mus	equals	nōs , <i>acting</i>	
tis	equals	vōs , <i>acting</i>	
nt	{ equals	eī , eae , ea	} <i>acting</i>
	{ equals	hī , hae , haec	
	{ equals	illī , illae , illa	

2. The passive endings.

r	equals	ego , <i>acted upon</i>	
ris or re	equals	tū , <i>acted upon</i>	
tur	{ equals	is , ea , id	} <i>acted upon</i>
	{ equals	hīc , haec , hōc	
	{ equals	ille , illa , illud	
mur	equals	nōs , <i>acted upon</i>	
mini	equals	vōs , <i>acted upon</i>	
ntur	{ equals	eī , eae , ea	} <i>acted upon</i>
	{ equals	hī , hae , haec	
	{ equals	illī , illae , illa	

The personal pronouns **ego**, **tū**, **nōs**, and **vōs** are used only with verbs for the sake of emphasis or contrast (221, a).

When the preposition **cum** is used with a personal or a reflexive pronoun it is appended to it, e. g., **mēcum**, **tēcum**, **vōbiscum**,

nōbiscum, for **cum mē**, **cum tē**, **cum vōbīs**, **cum nōbīs**. **Cum** is sometimes used in this way with the relative and interrogative pronouns (221, d).

In the model sentences in section 222, notice that the verb of the relative clause is in the same person as the antecedent of the relative pronoun, e. g., in the first sentence, the verb **scribō** of the relative clause is in the first person because the antecedent **ego** of the relative **quī** is in the first person.

Learn the words in section 223.

70. Questions to be reviewed.

1. Write the English of the sentences in section 224, I; and the Latin of those in section 224, II.

2. Write the conjugation of **culpō** in the present, imperfect, and future, active and passive.

3. Decline the personal pronouns **ego** and **tū**, and the reflexive **sē**.

4. What is used as the personal pronoun of the third person, when not reflexive?

EXAMINATION

LESSONS XXXI, XXXII, XXXIII, XXXIV, XXXV

- I. Translate the following Latin sentences into English:
- (a) *Hīc miles illius regis finēs vastābat.*
 - (b) *Hīc dux ā rege laudābātur.*
 - (c) *Militēs, quī in patriā bellum gessērunt, Romam vērunt.*
 - (d) *Cōsul, quī lēgātōs ad oppidum mīsīt, ā rege capiētur.*
 - (e) *Nōs sumus laetī, vōs estis nostrī amīcī.*
- II. Translate the following English sentences into Latin:
- (a) Why did Caesar wage war with that king?
 - (b) That industrious boy was taught by the master.
 - (c) That strong man, whose son was wounded with a sword, will fight in vain.
 - (d) These soldiers will be sent to war.
 - (e) I, who write this letter to you, am at Rome.
- III. Decline **hic** in all genders.
- IV. Decline **ille** in all genders.
- V. Conjugate in the present indicative passive (a) **servō**, **servāre**; (b) **doceō**, **docēre**; (c) **dūcō**, **dūcere**; (d) **iaciō**, **iacere**.
- VI. Conjugate (a) **laudō**, **laudāre**, in the imperfect indicative passive; (b) **terreō**, **terrēre**, in the future indicative passive; (c) **mittō**, **mittere**, in the future indicative passive; (d) **recipiō**, **recipere**, in the future indicative passive.
- VII. Write a Latin sentence which contains an expression for *personal agent*. (Make the sentence original.)
- VIII. Write (a) a Latin sentence which contains a *relative pronoun*; (b) name the *antecedent* of the relative; (c) in what respects does the relative agree with its antecedent?
- IX. Write the passive personal endings and write the meaning (translation) of each in English.
- X. When are the personal pronouns in Latin used?

LESSON XXXVI

71. Assignment of work.

Review the active voice of **audiō** in the present, imperfect, and future in section 501.

Learn the passive of **audiō** in the present, imperfect, and future in section 501, and notice:

1. That the passive is formed as usual by using the passive personal endings **r, ris** or **re, tur**; **mur, mini, ntur**, instead of the active personal endings, **o (m), s, t; mus, tis, nt**.

Review the vocabularies in sections 218, 223.

Learn the words in section 228.

72. Questions to be reviewed.

1. Write the English of the sentences in section 226, I; and the Latin of those in section 226, II.

2. Translate section 227.

3. Write the conjugation, active and passive, in the present, imperfect, and future of: (1) **concitō**; (2) **dēleō**.

4. Write the present stem and the perfect stem of: (1) **armō**; (2) **clāmō**; (3) **compleō**.

LESSON XXXVII

73. Assignment of work.

On page 92, in section 229, learn the possessive adjectives and notice:

1. That each is declined like an adjective of the first and second declension.

2. That **meus, suus, and tuus** are declined like **bonus** (483).

3. That **noster** and **vester** are declined like **piger** (483).

4. That when *your* or *yours* refers to one person, **tuus** is used; when to more than one, **vester** is used (229, note).

Study the model sentences in section 230, a, b, and notice:

1. That **suus** is reflexive, i. e., refers back to the subject, e. g., in the second sentence of section 230, **suum** refers back to the subject **puer**.

2. That **suus** is also emphatic.

Study the model sentences in section 231, and notice:

1. That in the first sentence, **cibō** tells what the man is deprived of and is therefore put in the ablative. The verb **caret** is a verb of privation.

2. That in the second sentence *periculō* tells what he has freed me from, and is therefore put in the ablative; *liberat* is a verb of separation.

3. That in the third sentence *ā finibus suis* tells from what the Germans kept the Romans and is therefore put in the ablative; *arcēbant* is a verb of removal or separation.

Learn the rule for *words signifying privation, removal, or separation* in section 232.

Learn the words in section 233.

74. Questions to be reviewed.

1. Write the English of the sentences in section 234, I; and the Latin for those in section 234, II.

2. Write the present stem and the perfect stem of each of the five verbs in section 233.

3. Write the conjugation of *spoliō* in the present, imperfect, future, perfect, pluperfect, future perfect active, and in the present, imperfect, and future passive.

LESSON XXXVIII

75. Assignment of work.

On page 218, section 497, study the perfect passive, pluperfect passive, and the future perfect passive of *amō* and notice:

1. That the perfect passive indicative is formed by adding to the perfect participle the present indicative of *sum*, i. e., perfect passive indicative equals perfect participle *plus* the present indicative of *sum*, e. g., *amātus sum*.

2. That the pluperfect indicative passive is formed by adding to the perfect participle the imperfect indicative of *sum*, i. e., pluperfect indicative passive equals perfect participle *plus* imperfect indicative of *sum*, e. g., *amātus eram*.

3. That the future perfect indicative passive is formed by adding to the perfect participle the future indicative of *sum*, i. e., future perfect indicative passive equals perfect participle *plus* the future indicative of *sum*, e. g., *amātus erō*.

4. The perfect, pluperfect, and future perfect passive of all verbs are formed in this way.

5. The perfect participle is declined like *bonus*.

The law of formation of each indicative tense has now been studied, and, for the sake of having them all together, are given again as follows:

1. Present tense equals present stem *plus* personal endings.
2. Imperfect tense equals present stem *plus* **ba** *plus* personal endings.
3. Future tense equals present stem *plus* **bi** *plus* personal endings.

NOTE: In the third and fourth conjugations the **bi** is dropped.

- | | | |
|-------------------------|---|--|
| 4. Perfect tense | { | (1) Active voice equals perfect stem <i>plus</i> perfect personal endings. |
| | { | (2) Passive voice equals perfect participle <i>plus</i> present indicative of sum . |
| 5. Pluperfect tense | { | (1) Active voice equals perfect stem <i>plus</i> era <i>plus</i> personal endings. |
| | { | (2) Passive voice equals perfect participle <i>plus</i> imperfect indicative of sum . |
| 6. Future perfect tense | { | (1) Active voice equals perfect stem <i>plus</i> eri <i>plus</i> personal endings. |
| | { | (2) Passive voice equals perfect participle <i>plus</i> future indicative of sum . |

Learn the words in section 237.

76. Questions to be reviewed.

1. Write the English of the sentences in section 236, I; and the Latin of those in section 236, II.
2. Write the translation of section 238.
3. Write the complete conjugation of **vincō, vincere, vici, victus**, and **compleō, complēre, complēvī, complētus**, in the six tenses of the indicative, active and passive.
4. Write the declension of: (1) **cōsul**; (2) **īra**; (3) **pāx**; (4) **castra**; (5) **culpa**.

LESSON XXXIX

77. Assignment of work.

Learn the words in section 241.

When one person of a verb either in the singular or plural number in each tense is written, the arrangement is called a synopsis, e. g., the synopsis in the indicative mode, active voice, of **amō** in the second person plural would be:

1. Present tense, **amātis**.
2. Imperfect tense, **amābātis**.
3. Future tense, **amābitis**.
4. Perfect tense, **amāvistis**.

5. Pluperfect tense, **amāverātis**.
6. Future perfect tense, **amāveritis**.

NOTE: This form of verb review will be frequently used.

78. Questions to be reviewed.

1. Write out the answer to each question of the review in section 239.
2. Translate section 240 into English.
3. Write the declension of: (1) **flūmen**; (2) **mōns**; (3) **odium**; (4) **pūgna**.
4. Write the conjugation of **expūgnō** in the six tenses of the indicative, active and passive.
5. Write the synopsis of **teneō** in the indicative active, third person singular.
6. Write the synopsis of **addūcō** in the indicative, active and passive, first person singular.

LESSON XL

79. Assignment of work.

On page 98, in section 242, a new declension of nouns is studied. It is called the fourth declension. The nominative singular ends in **us** and reminds us of the masculine nouns of the second declension. These nouns of the fourth declension are also masculine. Therefore, the ending **us** is a safe sign of a masculine noun. The genitive of masculine nouns of the second declension ends in **ī**, while those of the fourth declension end in **ūs**.

Notice the case endings of **gradus**, singular equals **us**, **ūs**, **uī**, (**ū**), **um**, **ū**, plural equals **ūs**, **uum**, **ibus**, **ūs**, **ibus**. The **u** is short in the nominative singular, and long in the genitive and ablative singular, and nominative and accusative plural. The form **ū** in the dative singular is not frequently found.

Learn the declension of **gradus** (masculine).

Learn the declension of **cornū** (neuter) and notice:

1. All cases in the singular end in **ū**, except the genitive, and this ends with the regular ending **ūs**.

2. That the plural conforms to the law of neuter plurals, viz., ends in **a** in the nominative and accusative, but has **u** before the **a**. Therefore the ending is **ua** in these cases.

3. There are very few nouns like **cornū**.

Learn the rule for gender of nouns of the fourth declension in section 243, and the exceptions, **domus**, **Idūs**, and **manus**, in 243, a.

NOTE: Learn the declension of **domus** in section 482.

Learn the words in section 244.

80. Questions to be reviewed.

1. Write the English of the sentences in section 245, I; and the Latin for those in section 245, II.

2. Write the declension of: (1) **exercitus māgnus**; (2) **mea manus**; (3) **cornū longum**; (4) **cīvitās mea**; (5) **lacus altus**.

3. Write the complete conjugation of **faciō** in the six tenses of the indicative, active and passive.

4. Write a synopsis of **congregō** in the indicative active, first person plural.

5. Give the rule of gender of nouns of the fourth declension.

6. What is the gender of **manus** and of **domus**?

7. Decline **domus**.

EXAMINATION

LESSONS XXXVI, XXXVII, XXXVIII, XXXIX, XL

- I. Translate the following Latin sentences into English:
- (a) Mīlitem in oppidō reperiēs.
 - (b) Rōmānī Germānōs ā fīnibus suīs arcēbant.
 - (c) Militēs gladiīs et scūtīs armābantur.
 - (d) Adventus avium agricolās dēlectābit.
 - (e) Inter oppidum et domum multōs gradūs fēcimus.
- II. Translate the following English sentences into Latin:
- (a) The state did not lack many brave soldiers.*
 - (b) The farmers are delighted by the coming of the birds.
 - (c) Hannibal crossed the high mountains into Italy.
 - (d) Many towns in Italy were built by the Romans.
 - (e) The soldiers had been sent from the city into the country.†
- III. Conjugate **puniō, punīre**, in (a) the present indicative passive; (b) the imperfect indicative passive; (c) the future indicative passive.
- IV. Decline **noster, nostra, nostrum** in all genders.
- V. Write a sentence in Latin which contains an *ablative of separation*.
- VI. Conjugate (a) **prīvō, prīvāre**, in the perfect indicative passive; (b) **dēleō, dēlēre**, in the pluperfect indicative passive; (c) **faciō, facere**, in the future perfect indicative passive.
- VII. Decline (a) **mora**; (b) **verbum**; (c) **mōns**; (d) **adventus**.
- VIII. How do you say in Latin (a) *in the city*; (b) *to the city*; (c) *from the city*; (d) *in Rome*; (e) *to Rome*; (f) *from Rome*.
- IX. When is *your* expressed by **tuus**, and when by **vester**?

*Ablative follows verb of lacking, section 232.

†Expressed without a preposition, section 197 (2).

LESSON XLI

81. Assignment of work.

Review the subject of comparison in English.

1. What is comparison? Comparison is the variation in form of an adjective to denote the different degrees of the quality which the adjective expresses, e. g., *round*, *rounder*, *roundest*.

2. The quality which each of these adjectives expresses is *roundness*, the first only names the quality, the second has more of the quality of roundness than the first, while the third has the most of the quality of roundness; so with *tall*, *taller*, *tallest*. The quality expressed by all three is *tallness*, a noun. *Tall* simply names the quality, *taller* has more of it than *tall*, and *tallest* has the most.

Degrees of comparison are the names of the different forms of the adjective which express the different degrees of quality, and are as follows:

1. Positive degree of an adjective simply names the quality, e. g., *tall*, *round*.

2. Comparative degree of an adjective expresses a greater or less degree of the quality than the positive degree, e. g., *taller*, *rounder*, *less tall*, *less round*.

3. Superlative degree of an adjective expresses the greatest degree or the least degree (amount) of the quality, e. g., *tallest*, *roundest*, *least tall*, *least round*.

4. The comparative degree in English is formed by adding **er** to the positive; the superlative, by adding **est** to the positive.

Now study page 100, section 246, and notice:

1. In **altus** the **us** is a gender ending, i. e., **us** tells that the adjective is masculine.

2. That the comparative degree of **altus** is formed by adding to **alt** (the stem) **ior** to form the masculine and feminine, and **ius** to form the neuter.

3. That the superlative degree of **altus** is formed by adding to **alt** (the stem) **issimus** to form the masculine, **issima** to form the feminine, and **issimum** to form the neuter.

The general rule for adjectives of the first and second declension is:

1. To form the comparative, add **ior** or **ius** to the positive with its gender ending dropped.

2. To form the superlative, add **issimus**, **a**, **um**, to the positive minus its stem vowel or with its gender ending **us** dropped.

Remember that **brevis** and **audāx** are adjectives of the third declension and have **i** stems, e. g., genitive plural equals **bre-**

vium. Drop the genitive plural ending and **brevi** is left for the stem. In **audācium**, drop **um** and **audāci** is left for the stem. The comparative endings **ior**, **ius**, and the superlative endings **issimus**, **a**, **um**, are added to the stem *minus* the stem vowel, e. g., **brevi** equals stem, **brev** equals stem *minus* stem vowel; **brev ior**, **brev ius**, equals the comparative, and **brev-issimus**, **-a**, **-um**, equals the superlative degree. The general rule then is as follows:

1. The comparative degree equals the stem *minus* the stem vowel *plus* **ior**, **ius**.

2. The superlative degree equals the stem *minus* the stem vowel *plus* **issimus**, **a**, **um**.

Learn the declension of **altior** in section 248. The comparative degree of other adjectives is declined in the same way. Notice that **altior** is declined like an adjective of the third declension with two forms for gender in the nominative singular, i. e., like **brevis** (section 484).

Study the model sentences in section 249 and 249, a. Then learn the rule for the *comparative ablative* in section 250 and 250, a.

Learn the words in section 251.

82. Questions to be reviewed.

1. Write the English of the sentences in section 252, I. Write the Latin of the sentences in section 252, II.

2. Write the comparison in all degrees of: (1) **cārus**; (2) **levis**; (3) **prūdēns**; (4) **fidēlis**.

3. Write the declension of the comparative degree of each adjective named in 2.

4. Write the declension of **altus** and **similis** in the superlative degree.

5. Write down each adjective in section 252, I, II, and tell its degree of comparison.

6. How is the neuter comparative distinguished from the masculine and feminine comparative?

7. What kind of stems have adjectives of the third declension?

LESSON XLII

83. Assignment of work.

There are two classes of adjectives, viz., those ending in **er** or **lis** in the positive, which form their superlative irregularly.

An adjective whose positive degree ends in **er**, forms its superlative by adding **rimus, a, um**, to the positive, e. g., **miser, miser rimus, a, um; acer, acer rimus, a, um**.

Six adjectives ending in **lis** form their superlative by adding **limus, a, um**, to the stem *minus* the stem vowel, e. g., **facilis, stem equals facili; stem minus stem vowel equals facil; facillimus, -a, -um**, is the superlative. Learn the six adjectives in section 254.

The comparative degree of adjectives ending in **er** and **lis** is formed regularly.

Study sections 253, a, and 254, and learn the comparison of the adjectives named there.

Notice that the comparative degree is sometimes translated by the word *rather* and the superlative degree by *very* or *exceedingly* (255 and 255, a).

Study the model sentences in section 256, a, b; and then learn the rule for the *partitive genitive* in section 257.

Learn the words in section 258.

84. Questions to be reviewed.

1. Write the English of the sentences in section 259, I; and the Latin of those in section 259, II. Notice:

1. That **primā lucē** (in 259, I, 2) is an ablative of time when, and may be translated *at dawn* or *at daybreak*.

2. That **frīgidissimus** (in 5) should be translated *very cold*.

3. That *very like* (in 259, II, 1) and *very deep* (in 2) are to be translated by the superlative. That *rather long* (in 3) is a comparative.

2. Write the declension of: (1) **pars**; (2) **lingua**; (3) **lēnis, -e**.

3. Write the comparison of: (1) **angustus**; (2) **frīgidus**; (3) **lēnis**; (4) **niger**; (5) **aeger**.

4. Write the declension of the comparative of: (1) **angustus**; (2) **lēnis**.

LESSON XLIII

85. Assignment of work.

The comparison of the irregular adjectives in section 260 must be learned. They do not come under the general laws of comparison. Commit these to memory and drill on them until you are sure you know them.

The comparative **plus** is regular in its declension, and **must** be learned by itself. Notice that it has neither masculine nor feminine forms in the comparative and no dative neuter singular.

A list of adjectives that form their comparative and superlative from prepositions or adverbs, and certain others that have two forms for the superlative, is given in the last part of section 489. These can be learned as they occur in the vocabularies.

Study the model sentences in section 263 and 263, a. Notice that **multō minor** in sentence one may be translated the *less by much*, and that **multō** tells how much *less*, and is therefore the amount of difference or degree of difference. That **pede altior** in sentence two may be translated *taller by a foot*, and that **pede** tells how much taller than the son the father is, and is therefore the amount of difference or the degree of difference in their height.

Learn the rule in section 264 for the *ablative of degree of difference*.

Learn the words in section 265.

86. Questions to be reviewed.

1. Write the English of the sentences in section 266, I; and the Latin for those in section 266, II, and notice:

1. That **novī** in I, 1, is a partitive genitive.
2. That **sex** in I, 2, is indeclinable. For **minor nātū**, see the irregular comparatives in 260.
3. That **rūrī** in I, 5, is a locative case.

2. Write the declension of: (1) **cīvis**; (2) **mendācium**; (3) **opera**; (4) **ōrātor**.

3. Write the comparison of: (1) **īferus** (489); (2) **sapiēns**; (3) **superus** (489).

4. Write the declension of the comparative of: (1) *inferus*; (2) *sapiēns*.

5. How are the comparative and superlative degrees of adjectives regularly formed? What exceptions in the formation of the superlative?

LESSON XLIV

87. Assignment of work.

In English almost every adjective has a corresponding adverb, e. g., adjective *dear*, adverb *dearly*; adjective *eager*, adverb *eagerly*; and *quick*, *quickly*; *wise*, *wisely*; *swift*, *swiftly*. From these words the law of formation can be learned, i. e., add *ly* to the adjective to form the adverb.

NOTE: *ly* means *like*.

In the same way, almost every adjective in Latin has a corresponding adverb. Let us now study the law of formation of the positive degree of the adverb from the positive degree of the adjective.

1. The adjective *cārus* (267) is an adjective of the first and second declension and forms its corresponding adverb by changing its gender ending *us* to *ē*, e. g., *cārus*, *cārē*. This is true of most of the adjectives of this declension that end in *us*.

2. The adjective *miser* (267) is also an adjective of the first and second declension and forms its corresponding adverb by adding *ē* to the positive, e. g., *miser*, *miserē*.

3. The adjective *ācer* is an adjective of the third declension and forms its corresponding adverb by adding *ter* to the stem, e. g., *ācer* (adjective), *ācri* (stem), *ācriter* (adverb).

The general law of the formation of the comparative degree of adverbs may be stated as follows:

In adjectives of the first and second declensions, change the *us* to long *e*. In adjectives of the third declension, add *ter* to the stem.

Other adjectives form their corresponding adverb irregularly, e. g., *facilis* (adjective), *facile* (adverb), which is the neuter positive of the adjective; *bonus*, *bene*; *malus*, *male*; *multus*, *multum*.

The comparative degree of the adverb is the same form as the neuter comparative of the adjective; e. g., adverb *facile*, adjective *facile*.

The superlative degree of the adverb is formed by changing the final **us** of the superlative of the adjective to **e**. Notice that there is only one exception to this (**plūrimum**).

Learn the words in section 269.

88. Questions to be reviewed.

1. Write the English of the sentences in section 268, I; and the Latin of those in section 268, II.
2. Translate the conversation in section 270.
3. Form adverbs from the following adjectives: (1) **brevis**; (2) **fēlix**; (3) **liber**; (4) **similis**; (5) **certus** (sure); (6) **diligens** (diligent); (7) **longus** (long); (8) **alacer** (eager).
4. Compare (write the comparative and superlative degree) the adverb formed from each of the eight adjectives in the preceding question.
5. Compare: (1) **diū** (see vocabulary); (2) **sapienter**.
6. Write the declension of: (1) **dubium**; (2) **grāmen**.
7. Write a synopsis of **dō** in the indicative mode, active and passive voice, second person singular.
8. Write the perfect passive, pluperfect passive, and the future perfect passive of **necō**.
9. Write the present and perfect stems of: (1) **discō**; (2) **errō**; (3) **mūtō**; (4) **vireō**.

LESSON XLV

89. Assignment of work.

Review the conjugations of **amō**, **moneō**, **regō**, **faciō**, and **audiō** in all tenses of the indicative, active and passive (497, 498, 499, 500, 501).

Learn the words in section 273, and notice that the most of them are adverbs. Fix them firmly in mind.

90. Questions to be reviewed.

1. Translate *A Letter from Pompeii* in section 271, and notice:

1. That **Sī tū valēs, bene est; ego quoque valeō**, is translated, *If you are well, it is well; I am well also*. This was the usual way of beginning a letter. So frequently was it used that the initials only of the words

were usually given, e. g., a letter would begin **S. t. v. b. e. e. q. v.** and then the body of the letter would follow.

2. That the letter is written to a friend by someone who is spending the winter (**hiemāvī**) at Pompeii, near Naples, at the advice of a physician (**medicī cōnsiliō**).

2. Write in English the conversation in section 272, and notice that this conversation is based to some extent upon the letter in section 271.

3. Write the answer to each question of the review in section 274.

NOTE: In the seventh question the Latin word for *oak tree* is **quercus, -ūs**.

4. Write a synopsis of **impleō** in the indicative, active and passive in the third person plural.

5. Write the present and perfect stems of: (1) **hiemō**; (2) **rīdeō**; (3) **valeō**.

6. What is the case of **cōnsiliō**, section 271, sentence 3; **parentibus**, section 271, sentence 3? Give rules under which these words fall.

EXAMINATION

LESSONS XLI, XLII, XLIII, XLIV, XLV

- I. Translate the following Latin sentences into English:
 - (a) Quis miles Caesare fortior fuit?
 - (b) Patria militibus est carior vita.
 - (c) Prima luce maximam partem hostium in altissimo monte vidimus.
 - (d) Ille puer sex annis minor natu est quam illa puella.
 - (e) Ex hoc summo monte facile sex urbes et centum oppida video.
- II. Translate the following English sentences into Latin:
 - (a) My brother is taller than your father.
 - (b) Your brother is six years older than my sister.
 - (c) Much of the way is very narrow but very easy.
 - (d) The leader carried on many wars successfully.
 - (e) Caesar's soldiers fought very eagerly.
- III. Compare (a) **carus**; (b) **lenis**; (c) **prudens**; (d) **facilis**; (e) **miser**.
- IV. Give the construction* of the nouns found in the Latin sentences in question I.
- V. Show how the comparative and superlative degrees of adjectives are formed. Give an example of each.
- VI. Write a Latin sentence which contains a *partitive genitive*. Explain in what word the partitive idea exists. What word denotes the *whole*? (Original sentence.)
- VII. Decline **facilis**, -e, in all genders.
- VIII. Compare the adverbs (a) **breviter**; (b) **multum**; (c) **bene**.
- IX. Name the six adjectives that form the superlative with **limus**.

*By construction we mean the case and rule.

LESSON XLVI

91. Assignment of work.

On page 110, in section 275, learn the declension of **diēs** and notice:

1. The new set of case endings, viz, singular number, N. **ēs**, G. **ēī**, D. **ēī**, Acc. **em**, Ab. **ē**; plural number, N. **ēs**, G. **ērum**, D. **ēbus**, Acc. **ēs**, Ab. **ēbus**. Learn these.

Learn also the declension of **rēs**.

There are not many nouns of the fifth declension. The principal ones are given in section 279.

Nouns of the fifth declension are feminine except **diēs**. It is always masculine in the plural and sometimes in the singular.

Learn the rule for gender in section 276.

Study the model sentences in section 277 and 277, a; and learn the rule for *extent of time and space* in section 278.

Learn the words in section 279.

92. Questions to be reviewed.

1. Write the English of the sentences in section 280, I; and the Latin of those in section 280, II.

2. Write the declension of: (1) **aciēs**; (2) **fidēs**; (3) **spēs**; (4) **passus**.

3. Write the synopsis of the passive indicative in the second person plural of: (1) **pōnō**; (2) **expectō**.

4. Write the comparative and superlative of **posterus**.

LESSON XLVII

93. Assignment of work.

The indicative mode is the mode of fact.

The subjunctive mode may express a variety of things according to its use in a sentence.

There are four tenses in the subjunctive, viz, the present, imperfect, perfect, and pluperfect. In this lesson the present subjunctive is studied.

The formation of the present subjunctive varies slightly in each conjugation, viz:

1. First conjugation, present subjunctive = present stem, with stem vowel *ā* changed to *e*, + personal endings.

2. Second conjugation, present subjunctive = present stem + *a* + personal endings.

3. Third conjugation, present subjunctive = present stem, with stem vowel *e* changed to *a* + personal endings.

4. Fourth conjugation, present subjunctive = present stem + *a* + personal endings.

NOTE: Active personal endings are added for the active voice and passive personal endings for the passive voice.

The rule for vowel change by conjugation is:

Change *a* to *e*, add *a*, change *e* to *a*, add *a*.

Now learn the present subjunctive of **amō**, **moneō**, **regō**, **capiō**, and **audiō** (sections 497, 498, 499, 500, 501).

Learn the present subjunctive of **sum** (502).

Study the model sentences in section 283 and notice that:

1. In the first sentence **ut** (that, in order to, in order that) may introduce a dependent clause whose verb is in the subjunctive, and that this dependent clause expresses *purpose*. Notice that **ut pūgnent** expressed the *will* or *purpose* of the citizens (**cīvēs**) in arming themselves. Therefore the clause is called an *ut clause of purpose*.

2. In the second sentence **nē culpentur** (that they may not be blamed) expresses the *will* or *purpose* of the boys in working, but the clause expresses what the boys do not want, and is therefore negative, while in the first sentence the purpose clause expresses what the citizens want and is affirmative, and therefore introduced by **ut**.

3. A purpose clause that expresses what is wanted is introduced by **ut**, and one that expresses what is not wanted is introduced by **nē**.

4. **Ut** may be translated *that*, *in order that*, *in order to*.

Learn the rule in section 284.

Review the verbs in section 285. Be sure you know the meaning and principal parts of each verb.

Review simple, complex, and compound sentences (17, 18, 19), and independent and dependent statements (18, note; 19, note).

94. Questions to be reviewed.

1. Write the English for the sentences in section 286, I; and the Latin for those in section 286, II, and notice that:

(a) In II, 3, *to destroy* expresses the will or purpose of your being sent. The sentence must be translated into Latin as if the English reading was, *You are sent that you may destroy*, e. g., **Mittēris ut dēleās**.

Remember that a Latin infinitive must not be used to express purpose. This is a good *English construction*, but not a *Latin construction*.

(b) In II, 6, translate in Latin as if the English sentence read, *We advise that they do not move* (*nē*).

2. Write the present subjunctive active of: (1) **videō**; (2) **dūcō**; (3) **faciō**; (4) **mittō**; (5) **moveō**.

3. Write the present subjunctive passive of: (1) **pūniō**; (2) **recipiō**; (3) **reperiō**; (4) **scribō**; (5) **videō**.

4. Write in English: (1) a simple sentence, and tell why it is a simple sentence; (2) a complex sentence, and tell why it is a complex sentence; (3) a compound sentence, and tell why it is a compound sentence.

NOTE: Underscore the principal clauses in 2 and 3.

LESSON XLVIII

95. Assignment of work.

On page 114, in section 287, the imperfect subjunctive is studied. The law of formation is as follows:

1. Imperfect subjunctive = present active infinitive + personal endings.
2. For the active voice use the active personal endings, **m, s, t; mus, tis, nt.**
3. For the passive voice use the passive personal endings, **r, ris or re, tur; mur, minī, ntur.**

Now learn the imperfect subjunctive of **amō, moneō, regō, capiō, and audiō**, and notice that the above law of formation applies in each case (sections 497, 498, 499, 500, 501).

Learn the imperfect subjunctive of **sum** (502).

Study the model sentences in section 288; and review those in section 283, and notice:

1. In 283, 1 and 2, the present indicative tenses **armant** and **labōrant** in the independent clauses are followed by the present subjunctive tenses **pūgnent** and **culpentur** in the dependent clauses.

2. In 288, 1, the imperfect indicative **armābant** is followed by the imperfect subjunctive **pūgnārent**. The same law holds in 288, 2.

3. In 289, 2, the perfect indicative is followed by the imperfect subjunctive.

4. Therefore a present subjunctive follows a present indicative and an imperfect subjunctive follows an imperfect or a perfect indicative. This is part of the law of the *sequence of tenses*. We shall study more about it later.

Study the model sentences in section 289, and notice:

1. That in sentence one the **ut** clause does not express *will* or *purpose* as in the previous lesson, but rather the *result* of the long journey (**iter tam longum est**). Therefore **ut** with the subjunctive may form a clause expressing result.

2. That in sentence two **ut nōn** expresses the *result* of the badness of the boy (**puer tam malus fuit**). Therefore **ut nōn** with the subjunctive may form a negative clause of result.

3. That, therefore, result may be expressed by **ut** or **ut nōn** with the subjunctive (section 290). The principal clause has some word meaning *so* or *such*, e. g., **tam**, **ita**.

4. Remember purpose may be expressed by **ut** or **nē** with the subjunctive (section 284).

Learn the words in section 291.

96. Questions to be reviewed.

1. Write the English of the sentences in section 292, I; and the Latin of those in section 292, II, and notice:

(a) In 292, I, 1 and 2, **accidit** is the form for **accidō** both in the present indicative active third singular and in the perfect indicative active third singular, and may be translated *it happens* or *it happened*.

(b) In 292, I, 3, what is the tense of **accidit**? How does **esset** help to determine the tense of **accidit**?

2. Write out: (1) the purpose clauses in section 292, II; (2) the result clauses in section 292, I, II.

3. What kind of a word in the independent clause indicates that a result clause is following?

4. How does a negative purpose clause differ from a negative result clause in respect to the introducing word (sections 284 and 290)?

5. Write the imperfect subjunctive, active and passive, of: (1) **accidō**; (2) **agō**.

6. Write the present subjunctive, active and passive, of: (1) **cōgnōscō**; (2) **vīvō**.

7. Write the law of sequence of tenses.

8. Write in Latin: The soldiers drew up their line of battle in order that they might terrify the enemy.

9. Write a sentence in Latin expressing result; a sentence expressing purpose.

LESSON XLIX

97. Assignment of work.

On page 116, in section 293, and in sections 497, 498, 499, 500, 501, study the formation of the perfect subjunctive and the pluperfect subjunctive, active and passive, and notice:

- | | | |
|---------------------------|---|---|
| 1. Perfect subjunctive | { | <p>Active voice = perfect stem + eri + personal endings, e. g., amāv eri m.</p> <p>Passive voice = perfect participle + present subjunctive of sum, i. e., sim, sis, sit; simus, sitis, sint; e. g., amātus sim.</p> |
| 2. Pluperfect subjunctive | { | <p>Active voice = perfect stem + isse + personal endings, e. g., amāv isse m.</p> <p>Passive voice = perfect participle + imperfect subjunctive of sum, i. e., essem, essēs, esset; essēmus, essētis, essent, e. g., amātus essem.</p> |

Learn the perfect and pluperfect subjunctive, active and passive, of **amō** (497); **moneō** (498); **regō** (499); **capiō** (500); **audiō** (501).

Learn the perfect and pluperfect subjunctive of **sum** (502).

Study the model sentences in section 294; and then learn the rule for the verb of an indirect question in section 295.

Review section 288 in reference to sequence of tenses and then study the sentences in section 296, and notice:

1. That tenses which express present or future time, e. g., the present, future, and future perfect tenses, are called *principal* tenses.
2. That tenses which express past time, e. g., the imperfect, perfect, and pluperfect tenses, are called *historical* tenses.
3. That a principal tense in the independent clause is followed by the present or perfect subjunctive in the dependent clause.
4. That a historical tense in the independent clause is followed by the imperfect or pluperfect subjunctive in the dependent clause.

NOTE: When the perfect uses *have, has*, it is regarded as a principal tense, and thus may be followed by the present or perfect subjunctive. So the perfect, according to how it is used, may be followed by any tense of the subjunctive (297, a).

Learn the words in section 298; and notice that the most of them are interrogative adverbs.

98. Questions to be reviewed.

1. Write the English of the sentences in section 299, I; and the Latin of those in section 299, II. Notice carefully the indirect questions and remember that the verb of an indirect question is in the subjunctive and must follow the law of sequence of tenses. Remember that **num** is only the *sign* of a question that expects the answer *No*, and is not to be translated, e. g., I, 7 is translated, *You don't walk upon your hands, do you?* The answer, of course, is *No*. In I, 12, **num** introduces an indirect question and is translated *whether*, e. g., *He asked whether he had often been in Rome*.

2. Write out the complete conjugation of the present, imperfect, perfect, and pluperfect subjunctive, active and passive, of: (1) **rogō**; (2) **sciō**.

3. Write out the indirect questions in section 299, I, II.

4. Tell how the law of sequence of tenses applies in section 299, I, sentences 2, 9, 12.

LESSON L

99. Assignment of work.

Review the formation of tenses of the indicative and subjunctive modes in Lessons XLIX, XLVIII, XLVII, XXXVIII.

Learn the new words in section 301.

Review the case endings of nouns of the first declension; of the second declension; of the third declension; of the fourth declension; of the fifth declension.

100. Questions to be reviewed.

1. Write the translation into English of section 300, and notice that:

(a) In lines 1 and 2, **iter fēcit** means *made a journey*, but in military terms means *marched*.

(b) In line 2, **quae** is a relative used as a demonstrative. A relative at the beginning of an independent clause is to be translated as a demonstrative; therefore **quae rēs** is to be translated, *this thing*, and not *which thing*.

(c) In line 4, **in cornibus** means *on the wings* (of the army).

2. Write the Latin of the sentences in section 302.

3. Write out the answers to the questions of the review in section 303.

4. Write a synopsis of the indicative and subjunctive, active and passive, in the third person plural of: (1) **cēdō**; (2) **ēdūcō**.

5. Write the complete conjugation, active and passive, of **conlocō** in the following tenses: (1) future indicative; (2) present subjunctive; (3) pluperfect indicative.

6. Write the complete conjugation, active and passive, of **iuvō** in the following tenses: (1) perfect indicative; (2) pluperfect subjunctive; (3) imperfect subjunctive.

7. Write the declension of: (1) **fortūna** (section 300, line 7); (2) **animus**; (3) **collis**; (4) **equitātus**; (5) **spēs** (279).

8. In section 300, sentence 3, what kind of a clause is **ut iuvārent**.

9. In section 300 pick out a result clause.

EXAMINATION

LESSONS XLVI, XLVII, XLVIII, XLIX, L

- I. Translate the following Latin sentences into English:
 - (a) Hī militēs māiōrem diēi partem summō in monte manēbant.
 - (b) Cīvēs sē armant ut pugnent.
 - (c) Puer tam malus fuit ut ā magistrō nōn laudārētur.
 - (d) Dux acer quot mīlitēs sint in illīs castrīs scit.
 - (e) Hostēs tam acriter in nostram aciem impetum fēcērunt ut cēderent.
- II. Translate the following English sentences into Latin:
 - (a) The camp* is two hundred† feet long.
 - (b) The boys work so that they may not be blamed.
 - (c) The enemy fled into the forests so that they were not seen by the soldiers.
 - (d) My boy told me where he had been.
 - (e) The soldiers remained on the hill a part of the day.
- III. Decline (a) **aciēs**; (b) **fidēs**; (c) **spēs** (Section 275—Note a).
- IV. Write a Latin sentence which contains an expression for (a) *extent of time*, (b) *extent of space*.
- V. Conjugate (a) **armō**, **armāre**, in the present subjunctive, active and passive; (b) **mittō**, **mittere**, in the imperfect subjunctive, active and passive; (c) **videō**, **vidēre**, in the present subjunctive, active and passive.
- VI. Write a Latin sentence which contains a clause expressing (a) *affirmative purpose*; (b) *negative purpose*.
- VII. Write a Latin sentence which contains a clause expressing (a) *affirmative result*; (b) *negative result*.
- VIII. Write a Latin sentence which contains an *indirect question*.
- IX. What is the gender of nouns of the fifth declension? What word is an exception?
- X. What tenses of the indicative are classed as *principal*? as *historical*?

*castra -ōrum -n (in the plural only)

†ducenti -ae -a (page 214—Text)

LESSON LI

101. Assignment of work.

On page 213, in section 491, learn the cardinal numerals so that you can count up to 100, and notice:

1. That **ūnus**, **duo**, **trēs**, and **mille** can be declined and that all the others can not.

2. That for eighteen, the Latin says two from twenty; for twenty-eight, two from thirty; for thirty-eight, two from forty; and so on.

Learn the declension of **ūnus**, **duo**, **trēs**, and **mille** in section 304, and notice:

1. That **ūnus** is one of the ten adjectives that have **ius** in the genitive singular and **ī** in the dative singular (see 312). Of course, **ūnus** has no plural.

2. That **trēs** can have no singular and is declined like **brevis** (182) in the plural.

3. That **duo** has no singular.

4. That **mille** is indeclinable in the singular.

Study the model sentences in section 306, and then learn the rule for the *descriptive ablative* and the *descriptive genitive* in section 307.

102. Questions to be reviewed.

1. Write the English of the sentences in section 308, I; and the Latin of those in section 308, II, and notice:

(a) In I, 10, **mīlia passuum** = *thousands of paces*, which is one mile; **passuum** is a partitive genitive (*genitive of the whole*). Therefore **decem mīlia passuum** = *ten thousand paces*, or *ten miles*.

(b) In I, 15, **māximus nātū** is the superlative degree of **senex** (489) and is to be translated *the oldest*.

2. Write out the descriptive ablatives in section 308, I and II.

3. Write out the descriptive genitives in section 308, I and II.

LESSON LII

103. Assignment of work.

On page 213, in section 491, learn the first twenty-one ordinals, and read over the others and notice:

1. That all end in **us**, and can be declined like **bonus**.

2. That an ordinal adjective tells what order, place, or rank an object holds or occupies, e.g., first, second, third, or fourth place, and so on.

Learn the new words in section 310.

104. Questions to be reviewed.

1. Write the English of the sentences in section 311, I; and the Latin of those in section 311, II.

2. Write the synopsis of **dēcēdō** in the indicative and subjunctive, active and passive, in the second person plural.

3. Write the declension of: (1) **gēns**; (2) **ingenium**; (3) **legiō**.

LESSON LIII

105. Assignment of work.

On page 124, in section 312, there is a list of ten irregular adjectives which must be learned. Learn this list and notice:

1. That each forms its genitive singular with the ending **īus**, and its dative singular with **ī**.

2. That each is declined like an adjective of the first and second declension, with the exceptions of the genitive and dative mentioned above, i.e., those ending in **us** are declined like **bonus**, -a, -um (section 483), except in the genitive and dative singular. Those ending in **er** are declined either like **līber** (483), or like **piger** (483), except in the genitive and dative singular.

3. That the genitive singular of **alter** ends in **īus**.

Learn the idioms in section 313.

106. Questions to be reviewed.

1. Write the English of the sentences in section 314, I; and the Latin of those in 314, II, and notice:

(a) In I, 1, the translation is, *on one bank of the river . . . on the other*.

(b) In I, 2, the translation literally is, *Some say other things*, which means in English, *Some say one thing, others another*. **Alia** is accusative plural neuter, object of **dīxērunt**.

2. Write the translation into English of section 315, and notice:

(a) That in the second line **alterius** is genitive. This is the only adjective of the ten that has short **ius** in the genitive singular.

(b) That in line three, **ille** refers to Caesar and **hic** to Virgil, and that they may be translated *the former . . . the latter*.

3. Write out in full the declension of: (1) **tōtus**; (2) **neuter**; (3) **uter**.

LESSON LIV

107. Assignment of work.

On page 126, in section 316, review the present active infinitive, as given in the principal parts of the verb of **amō**, **moneō**, **regō**, **capiō**, and **audiō**.

There are three infinitives in Latin, viz., the present, the perfect, and the future. Study these in section 316 for the present and perfect, and in sections 497, 498, 499, 500, 501, for the future, and notice the formation of each is as follows:

1. The present passive infinitive = the present active infinitive with the final **e** changed to **ī**, except in the third conjugation, where, after the final **e** has been changed to **ī**, the preceding **er** is dropped, e. g., **regere** = present active infinitive; **regeri** — **er** = **regī** = the present passive infinitive.

2. The future infinitive:

(1) Active voice = future active participle + **esse**.

NOTE: Future active participle = participle stem + **ur** + **us**, **-a**, **-um**, e. g., **amāt** + **ūr** + **us**.

Participle stem = perfect participle with **us** dropped; e. g., **amātus** (perfect participle), **amat** (participle stem).

(2) Passive voice = neuter of the perfect participle + **īrī**, e. g., **amātum īrī**.

3. The perfect infinitive:

(1) Active voice = perfect stem + **isse**, e. g., **amāv** + **isse**, **amāvisse**.

(2) Passive voice = perfect participle + **esse**, e. g., **amātus esse**.

Translations of the infinitives:

1. Present active, **amāre** = *to love*.

2. Present passive, **amārī** = *to be loved*.

3. Future active, **amātūrus esse** = *about to love, ready to love, going to love*.

4. Future passive, **amātum īrī** = *about to be loved, ready to be loved, going to be loved*.

5. Perfect active, **amāvisse** = *to have loved*.

6. Perfect passive, **amātus esse** = *to have been loved*.

Learn the present, future, and perfect infinitives, active and passive, of **amō**, **moneō**, **regō**, **capiō**, **audiō**, and **sum**, in section 316 for the present and perfect, and in sections 497, 498, 499, 500, 501, 502, for the future. Be sure and learn the meaning of each.

Study the model sentences in section 317, and notice:

1. In sentence one **laudārī**, *to be praised*, is the subject of **est**. Therefore an infinitive may be used as the *subject of a verb*.

2. In sentence two, **vincere** completes the predicate; in three, **esse** completes the predicate; in four, **esse** completes the predicate. Therefore the infinitive may be used to *complete the predicate*. The infinitive is then called a *complementary infinitive*.

3. In sentence five, **nōs esse bonōs** is the object of **cupiunt**, since it tells what they wish. The subject of **esse** is **nōs**; **nōs** is the accusative plural of **ego**. Therefore the *subject of an infinitive is in the accusative*.

4. In sentence three, the subject is **puer**, the predicate is **cupit**, the complementary infinitive is **esse**, and **prīmus** is a predicate adjective after the complementary infinitive **esse** and agrees with **puer**, the subject of the main verb, **cupit**, in *gender, number, and case*. Therefore a predicate adjective after a complementary infinitive agrees with the subject of the main verb in *gender, number, and case*.

Now learn the two rules in section 318.

Learn the words in section 319.

108. Questions to be reviewed.

1. Write the English of the sentences in section 320, I; and the Latin of those in section 320, II.

2. Write the present, future, and perfect infinitives, active and passive, with the English meaning of each form of: (1) **putō**; (2) **legō**.

3. Write a synopsis of **iubeō** in the first person singular, active and passive, in the indicative and subjunctive modes, with the English meaning of each form.

4. Compare **dīves** (write the positive, comparative, and superlative degrees).

5. Write the declension of **perīculum**.

6. Write out the complementary infinitives in section 320.

7. Write out the infinitives with subject accusatives in section 320.

8. Why is the subjunctive used in sentence 16, section 320 (284)?

LESSON LV

109. Assignment of work.

If John says to you, *I am writing a letter*, and you report to James what John said, you would say to James, *John says that he is writing a letter*. The words, *I am writing a letter* are

the exact words which John used and are called the *direct statement*. The words, *that he is writing a letter*, are the words used by you in quoting or reporting to James what John said and are called the *indirect statement*. Therefore:

1. The exact words used are called the *direct statement*.
2. The quoted or reported words are called the *indirect statement*.

The indirect statement, *that he is writing a letter*, could not be used in this form in Latin; but would be, *himself to write a letter*. The sentence, John says *that he is writing a letter*, would be in the Latin form, *John says himself to write a letter*, using the Latin words the direct is, **Epistulam scribō**, and the indirect, **Dicit sē epistulam scribere**. Notice that:

1. In Latin the main verb of an indirect statement is an infinitive.
2. The infinitive takes its subject in the accusative.
3. The form of an indirect statement is infinitive with subject accusative.
4. An indirect statement occurs after verbs of saying, knowing, thinking, and the like.

Now study section 321, on page 128, and notice:

1. That **tū scribis**, *you write*, is the direct statement. When this is quoted or reported, i. e., used after a word of saying, the indirect form is, **Dicunt tē scribere**.
2. That after a verb of saying the first word of the English translation is *that*. This word has no equivalent in the Latin.
3. That the subject nominative **tū** of the direct becomes the subject accusative (**tē**) of the infinitive of the indirect form.
4. That the indicative of the direct becomes the infinitive of the indirect form.

Learn the rule in section 322.

Study sections 323, 324, 325, 326, and notice and learn that:

1. The *present infinitive* in an indirect statement denotes the *same time* as that of the verb on which it depends.
2. The *perfect infinitive* in an indirect statement denotes *time before* that of the verb on which it depends.
3. The *future infinitive* in an indirect statement denotes *time after* that of the verb on which it depends.

Learn the new words in section 327.

110. Questions to be reviewed.

1. Write the English of the sentences in section 328, I; and the Latin of those in section 328, II.

(a) In 328, I, 2, the principal verb is **vidēmus** and the rest of the sentence is the object of **vidēmus**. The object is an indirect statement. The translation of the sentence is, *We see that spring is here and that the cold is broken up by spring.*

NOTE: The equivalent of the word *that* is not found in Latin in this sense, but *that* must be used in translating an indirect statement into English.

NOTE: The indirect statement follows a verb of seeing.

(b) In 328, II, 2, the subject is *who*, the predicate is *does know*, and the rest of the sentence is an indirect statement and is the object of the verb *does know*.

The word *that* cannot be translated into Latin, and so the English sentence in the Latin order is, *Who does not know winter cold at last here to be?* The translation into Latin is, **Quis nōn scit hiemem frīgidam iam hīc esse?**

2. Write out the indirect statement in section 328, I, II.

3. Write the list of verbs that take an indirect statement in section 328, I, II.

4. Write a list of ablatives used in section 328, I, II, and tell what each expresses.

5. Write the present, future, and perfect infinitives, active and passive, of: (1) **sciō**; (2) **solvo**.

6. Write a synopsis of **tegō** in the second person singular, indicative and subjunctive, active and passive.

EXAMINATION

LESSONS LI, LII, LIII, LIV, LV

- I. Translate the following Latin sentences into English:
 - (a) Militēs virī summā virtūte sunt.
 - (b) Quō nōmine nōs mēsem nonum appellāmus?
 - (c) Altera legiō in dextrō, altera in sinistrō cornū ā Cæsare conlocāta est.
 - (d) Quis dux suōs militēs fortēs esse nōn cupit?
 - (e) Quis nōn putat hostēs ā nōstrīs militibus victūrōs esse?
- II. Translate the following English sentences into Latin:
 - (a) The general loves soldiers of great courage.
 - (b) On the fourth day they lead the troops from the country into the city.
 - (c) Caesar will march (iter facere) without delay with the tenth alone. (Legion is understood.)
 - (d) We think that many birds have been killed by winter's cold. (Sections 322-325 of Text.)
 - (e) The farmers hope (sperō, sperāre) the gods will be kind to them. (Sections 322-326 of Text.)
- III. Write the numerals as far as 30.
- IV. Decline (a) **trēs** in all genders; (b) **duo** in all genders.
- V. Write a sentence which contains (a) *a descriptive ablative*; (b) *a descriptive genitive*.
- VI. Name five of the nine adjectives which have **ius** in the genitive singular and **ī** in the dative singular and give the meaning of each one.
- VII. Decline any one of the adjectives you mention in question VI.
- VIII. Write the present active infinitive and the present passive infinitive of (a) **putō** (first conjugation); (b) **iubeō** (second conjugation); (c) **regō** (third conjugation); (d) **veniō** (fourth conjugation).
- IX. Write the perfect active infinitive and the perfect passive infinitive of (a) **putō**; (b) **iubeō**; (c) **regō**; (d) **veniō**.
- X. Write (a) the present infinitive of **sum**; (b) the perfect infinitive of **sum**.

LESSON LVI

111. Assignment of work.

A demonstrative is a word that points out or makes emphatic. We have already learned the demonstratives **is**, **hic**, **ille**, **iste**.

On page 130, in section 329, learn the declension of the demonstratives **idem** and **ipse**, and notice:

1. That the declension of **idem** is the same as the declension of **is** with **dem** added, except in the nominative singular.

2. That **m** before **d** is changed to **n** as in the accusative singular masculine and feminine, and in the genitive plural of all genders.

Learn the declension of **iste** in section 493.

Study the model sentences in section 331, and notice:

1. That **idem** and **iste** may be used as demonstrative pronouns or demonstrative adjectives. Compare the uses of **is** in section 140, a, b.

2. **Iste** is called the *demonstrative of the second person*, because it is used in reference to something which has some relation to the second person, or the person spoken to, and means *that of yours* (331, b).

3. **Ipse** is sometimes called the *intensive* or *emphatic demonstrative*, because it is used to emphasize a noun or pronoun expressed or understood. It means *self* (himself, herself, or itself). Many times it may be translated *even* or *very* (331, c).

Learn the new words in section 332.

112. Questions to be reviewed.

1. Write the English of the sentences in section 333, I; and the Latin of those in section 333, II, and notice carefully the use of the demonstratives.

2. Write the declension of: (1) **idem diēs**; (2) **rēs ipsa**; (3) **istud animal**.

3. Compare **malus** (489).

4. Write synopsis of **praedicō** in the third person singular, indicative and subjunctive, active and passive.

5. Write out an indirect statement used in section 333.

6. Write out an indirect question used in section 333.

NOTE: Remember that an indirect question has its verb in the subjunctive.

LESSON LVII

113. Assignment of work.

On page 132, in section 334, learn the indefinite pronouns mentioned there, and learn their declension. Review the declension of the interrogative **quis** (142), and the relative **quī** (210), and notice:

1. That **aliquis** is the interrogative **quis** (142) with **ali** used as a prefix except in the nominative singular feminine and the neuter nominative and accusative plural, where the form is **aliqua** instead of **aliquae**.

2. That **quīdam** is the relative **quī** (210) + **dam**, and is declined by adding **dam** to all the forms of **quī**. Of course, **m** is changed to **n** wherever it occurs before **d**. It has two forms in the neuter nominative singular.

3. That **quisquam** is **quis** + **quam** and is declined by adding **quam** to all the forms of **quis** (142). It has no feminine singular, and no plural in any gender.

4. That **quīvis** is **quī** + **vis** and is declined by adding **vis** as a suffix to all forms of **quī** (210). The neuter singular nominative has two forms.

5. That **quisque** is **quis** + **que** and is declined by adding **que** to all the forms of **quis** (142). The neuter singular nominative has two forms.

The translation of the indefinites depends upon the gender of the form used, e. g., **aliquis** (masculine) means *any man*, **aliqua** (feminine) means *any woman* or object of the female sex, **aliquid** or **aliquid** (neuter) means *any thing*. The word *thing* or *things* is always understood with a neuter form of either a pronoun or an adjective.

114. Questions to be reviewed.

1. Translate into English section 336. Hereafter consult the general vocabulary for new words. Notice that some words have a small number above and to the right of the word. This number refers to a corresponding number at the end of the translation which gives some help in translating the word.

Notice:

(a) Page 133, line 2, **vidēbitur** means *will seem*. The verb **videō** in the passive means *seem*.

(b) Page 133, line 1, **scripsit** has an indirect statement as object.

(c) Page 133, line 5, **certī**, and line 7, **novī**, are partitive genitives (genitive of whole).

(d) Page 133, line 7, **Alius aliud scribit** is translated *One person writes one thing; another, another thing* (313).

(e) Page 133, line 7, **Eheu** is an interjection and translated *alas*.

2. Write the Latin of the sentences in section 337.
3. Write out the answer to each question of the review in section 338.
4. Write out in full the declension of **quīdam**.
5. Write out in full the declension of **aliquis**.

LESSON LVIII

115. Assignment of work.

On page 134, in section 339, study the formation of the present imperative, active and passive, and notice:

1. That the present imperative active second singular = *present stem* of the verb, e. g., **amā**.
2. That the present imperative active second plural = *present stem* + **te**, e. g., **amāte**.
3. That the present imperative passive second singular is the *present active infinitive of the verb*, e. g., **amāre**.
4. That the present imperative passive second plural = *present stem* + **mini**, e. g., **amāmini**.
5. That the imperative is the mode of harsh or stern command.
6. That the present imperative is used only in the second person singular and plural. It would be difficult to command yourself (first person) to do anything or to command someone who was absent (third person) to do anything.

In sections 497, 498, 499, 500, 501, 502, study the future imperative of **amō**, **moneō**, **regō**, **capiō**, **audiō**, and **sum**, and notice:

1. That the conjugation of the future imperative of **amō** if written out in full would be as follows:

FUTURE ACTIVE IMPERATIVE OF Amō		
SINGULAR NUMBER		PLURAL NUMBER
<i>1st person</i>	(wanting)	(wanting)
<i>2nd person</i>	amātō	amātōte
<i>3rd person</i>	amātō	amantō

FUTURE PASSIVE IMPERATIVE OF Amō		
<i>1st person</i>	(wanting)	(wanting)
<i>2nd person</i>	amātor	(wanting)
<i>3rd person</i>	amātor	amantor

2. That the first person singular and plural of the active is wanting.
3. That the future active second and third persons singular = *present stem* + **to**. The second plural = *present stem* + **tōte**. The third plural = *present stem* + **ntō**.

4. That the future passive second and third persons singular = *present stem* + **tor**. The third plural = *present stem* + **ntor**.

Learn the formation of the present and future imperatives, since it applies to all verbs. You now have the formation of the indicative, subjunctive, imperative, and infinitives, active and passive. Review these laws of formation and fix them in your mind.

Be sure and learn the English translation of each form.

Study the model sentences in section 340, and notice:

1. That the subjunctive as well as the imperative can express a command, i. e., the subjunctive expresses a mild command, appeal, or exhortation; the imperative, a harsh command.

2. That the *first* and *third* persons of the *subjunctive* are used for the *affirmative mild command* or *appeal*.

3. That the *imperative second person* is used for the *affirmative stern command*.

4. That in a *negative mild command* or *appeal*, **nē** is used with the first and third persons in the subjunctive, e. g., **nē amat**, *let him not love*.

5. That **nōlī** or **nōlite** (*be unwilling*) with the infinitive is used to express a *negative harsh command* (*prohibition*), e. g., **nōlī amāre**, *be unwilling to love, do not love*.

Learn the words in section 342.

116. Questions to be reviewed.

1. Write the English of the sentences in section 341, I; and the Latin of those in section 341, II. Be careful of these imperative and subjunctive forms.

2. Write the English of the sentences in section 343, I; and the Latin of those in section 343, II. Look out for harsh and stern commands, both affirmative and negative.

3. Write the present and future imperatives, active and passive, of: (1) **rogō**; (2) **dēleō**; (3) **legō**; (4) **puniō**.

NOTE: If you have forgotten the principal parts of these verbs, refer to the vocabulary in the back part of the book.

4. Write a synopsis of **tangō** in the second person singular, active and passive, of the indicative, subjunctive, and imperative.

5. Write all the infinitives, active and passive, of **dēcipiō**.

6. Write the declension of: (1) **memoriā**; (2) **mors**; (3) **vīnum**.

7. How does the imperative second singular active of **dīcō**, **dūcō**, **faciō**, and **ferō**, differ from that of other verbs? Learn these four imperatives, (339, a).

LESSON LIX

117. Assignment of work.

Review the conjugation of **sum**, in the indicative, subjunctive, imperative, and infinitives, in section 502.

Learn the conjugation (inflection) of **possum** in section 503, and notice:

1. That **possum** = **potis** (able) + **sum** (I am) = *I am able* or *I can*.
2. That it has no imperative.

Learn the conjugation of **prōsum** in section 504, and notice:

1. That **prōsum** = **prō** (old form **prod** [for]) + **sum** (I am), *I am for*, *I am for an advantage* or *benefit*, or *I aid* or *benefit*.

2. That the old form **prod** is used in the present infinitive, in the second and third persons singular and second plural of the present indicative, and all other forms where the form of **sum** begins with a vowel.

In section 345, learn the compounds of **sum** with their principal parts and meanings.

Study the model sentences in section 346, and then learn the rule for the *dative with verbs compounded with the prepositions*. Be sure to learn the list of prepositions, **ad**, **ante**, **con**, and so forth.

NOTE: Notice that some of these compound verbs are transitive and take both an accusative of direct object and a dative of indirect object. That **insum** may be followed by the preposition **in** with the ablative (350, line 1), and **intersum** may be followed by **inter** with the accusative (350, line 5).

Study the model sentences in section 348, and then learn the rule for the *dative of service or purpose* in section 349.

118. Questions to be reviewed.

1. Write the translation of section 350 into English. Notice the compounds of **sum**, and the dative used with these compounds.

2. Write into Latin the sentences in section 351.

3. Write a synopsis in the indicative and subjunctive, first person singular, of: (1) **absum**; (2) **dēsum**; (3) **intersum**; (4) **praesum**.

4. Write out the datives of service in sections 350, 351.

5. Write out the datives used with compounds of **ad**, **ante**, **con**, and so forth.

LESSON LX

119. Assignment of work.

In sections 497, 498, 499, 500, 501, study the participles of **amō**, **moneō**, **regō**, **capiō**, and **audiō**, and notice:

1. That there are three participles: the present (active only); the future (active and passive); the perfect (passive only).

2. That the participles are formed as follows:

(1) Present (active) = *present stem* + **ns**, e. g., **ama ns**.

(2) Future { Active = *participle stem* + **ūr** + **us**, **a**, **um**, e. g., **amat ūr us**, **a**, **um**.
Passive = *present stem* + **nd** + **us**, **a**, **um**, e. g., **ama nd us**, **a**, **um**.

(3) Perfect (passive) = *participle stem* + **us**, **a**, **um**, e. g., **amāt us**, **a**, **um**.

NOTE: This participle is the fourth of the principal parts of the verb.

3. That the participles are translated as follows:

(1) Present, **amāns** = *loving*.

(2) Future { Active, **amātūrus** = *going to love, ready to love, about to love*.
Passive, **amandus** = *going to be loved, ready to be loved, about to be loved*.

(3) Perfect, **amātus** = *having been loved, loved*.

4. The participles are declined as follows:

(1) The present, **amāns**, like an adjective of the third declension with one form for gender in the nominative singular (see section 485). It has an **i**-stem.

(2) The future active and passive and the perfect are declined like **bonus**, **-a**, **-um** (section 483).

Participles agree with nouns and pronouns like adjectives. Study the model sentences in section 353, and notice:

In sentences 1, 2, 3, 4, 5, and 6, the participle in translation is equivalent to a clause, e. g.:

1. In sentence 1, **manentem** is a present active participle in the accusative singular, modifying the object **tē**. The sentence translated is, *I saw you remaining in the city*, or *I saw you while you were remaining or staying in the city*. The participle **manentem** is equivalent to the clause, *while you were remaining or staying*.

2. In sentence 2, **oppugnāta**, *having been besieged*, is equivalent to the clause, *though it was besieged*.

3. In sentence 3, **commōtus**, *having been alarmed*, is equivalent to the clause, *because he was alarmed*.

4. In sentence 4, **victus**, *having been defeated*, is equivalent to the clause, *if defeated*.

5. In sentence 5, **missa**, *having been sent*, or *sent*, is equivalent to the clause, *which had been sent*.

6. In sentence 6, **captum**, *having been captured* or *captured*, is equivalent to the clause, *who had been captured*. NOTE: Take this treatment of the sentence instead of the one suggested by the book.

Learn the words in section 354.

120. Questions to be reviewed.

1. Write the translations into English of section 355, and notice:

1. **Cōnsul factus** = *having been made or elected consul* (line 1).

2. **Accidit** is impersonal = *it happened* (line 2). The **ut** clause is the subject of **accidit**.

3. **Nē faceret** expresses negative purpose.

4. Notice that what the physician (**medicus**) says to Fabricius and what Fabricius says to the physician is *direct discourse*.

5. **Vinctum** (line 8) is equivalent to the clause, *who had been bound*.

2. Write the English of the sentences in section 356, I; and the Latin of those in section 356, II, and notice:

1. **Nōvī** (sentence 2) is a partitive genitive.

2. **Homine** (3) is a comparative ablative, **quam** being omitted.

3. **Rīdēns** (4) is equivalent to the clause, *while he was laughing*.

4. **Manentem** (6) see 353, I.

5. In sentence II, 2, translate into Latin as if the English were, *Let him bound be led back to the king*.

6. In sentence II, 4, *that he may be punished*, expresses purpose.

3. Write the present, perfect, and supine stems of: (1) **commoveō**; (2) **redūcō**; (3) **interficiō**.

4. Write a synopsis in the indicative, subjunctive, and imperative, active and passive, in the second person singular of: (1) **mūniō**; (2) **vinciō**.

5. Write the infinitives and participles, active and passive, of: (1) **mūniō**; (2) **vinciō**.

6. Write the declension of: (1) **historia**; (2) **venēnum**.

EXAMINATION

LESSONS LVI, LVII, LVIII, LIX, LX

- I. Translate the following Latin sentences into English:
- (a) Dux et miles in eodem periculo fuerunt.
 - (b) Pater suum filium et suam filiam eodem die vidit.
 - (c) Illa puella in dextra manu aliquid habet.
 - (d) Ne rex mortis periculum timeat.
 - (e) Consul amicis in magno periculo est auxilio et praesidio.
- II. Translate the following English sentences into Latin:
- (a) I do not see the same soldier.
 - (b) They know that your friends themselves blame you.
 - (c) I have read a certain book.
 - (d) Let us send a messenger to your father.
 - (e) The general, conquered, sent many gifts to Caesar.
- III. Decline in all genders: **idem**; **aliquis**.
- IV. What is **idem** compounded of?
- V. Write the present imperative active of (a) **praedicō**, **praedicāre**; (b) **timeō**, **timēre**; (c) **tegō**, **tegere**; (d) **faciō**, **facere**; (e) **veniō**, **venire**.
- VI. Write the present imperative passive of each of the verbs named in question VII.
- VII. Conjugate **possum** in full in the (a) present indicative; (b) future indicative; (c) pluperfect indicative; (d) present subjunctive; (e) perfect subjunctive.
- VIII. Name the prepositions which compounded with verbs govern the dative, e. g., **ad**, **ante**, etc.
- IX. Translate: Be brave, soldiers. Read the book. Do not laugh, boys. Let not birds be destroyed.

LESSON LXI

121. Assignment of work.

One of the most common constructions (ways of saying things) in Latin is the *ablative absolute*. The *nominative absolute* is frequent in English, e. g., *Knowing their secret he permitted no one to enter the house*. The *ablative absolute* is so called from the fact that in *construction* it is absolutely independent of the rest of the sentence while still connected in thought, and the additional fact that all words used in it are in the ablative case. This construction occurs only in the Latin.

Study the two sentences in section 357, page 140, and the different ways in which they may be translated into English and notice:

1. In sentence 1, the perfect participle **mūnītis** agrees with the noun **castrīs** in the ablative plural, thus forming an *ablative absolute* whose literal translation is, *the camp having been fortified*. This translation admits of the variations mentioned in section 357. NOTE: To get the literal translation of an ablative absolute always translate the *noun* or *pronoun* first and the *participle* afterwards.

2. In sentence 2, **hōc factō** is translated *this thing having been done* or *this thing done*, and admits of the variations mentioned by the book.

3. When no participle is given in the ablative absolute, the participle *being* is used in the translation. The verb **sum** has no present participle corresponding to the present participle *being* of the verb *to be*, e. g., **Caesare duce**, *Caesar being the leader*.

4. The Latin perfect participle is passive and not active. Therefore the sentence, *Caesar, having defeated the Gauls, returned to Rome*, has to be translated into the Latin as if it read, *Caesar, the Gauls having been defeated, returned to Rome*, or **Caesar, Gallīs victīs, Rōmām rediit**. **Gallīs victīs** is an ablative absolute. This is all made necessary because the Latin has no *perfect active participle*.

After studying the different translations of the ablative absolute in section 357, a, b, c, learn the rule in section 358, and 358, a.

Learn the words in section 359.

122. Questions to be reviewed.

1. Write the English of the sentences in section 360, I; and the Latin of those in 360, II. Translate each ablative absolute in I, 1, 2, 3, 4, 5, in the first two ways mentioned in section 357.

2. Write a synopsis of **condō** in the third person plural, indicative and subjunctive, active and passive.

3. Write the infinitives and participles, active and passive, of **effundō**.

4. Write the imperatives, active and passive, of **condō**.

5. Write the declension of: (1) **auxilium**; (2) **latrō**; (3) **pecus**.

6. How are the comparative and superlative degrees of adjectives formed? Illustrate.

LESSON LXII

123. Assignment of work.

The *gerundive* is another name for the *future passive participle*, and is formed as follows:

1. Gerundive = *present stem* + **nd** + **us, a, um**, (see manual Lesson LX). It is declined like **bonus, -a, -um**, and is a *verbal adjective* (361).

Study the model sentences in section 362, and notice:

1. In sentence 1, **servandum** is a gerundive. It agrees with the object **aurum** as an adjective and is translated, *to be about to be kept*, or *to be kept*, or *to keep*.

2. In sentence 2, **dēlendae** is a gerundive. It agrees with the genitive **urbis** as an adjective and is translated, *about to be destroyed*, or *to be destroyed*. The whole sentence translated literally is, *Caesar was desirous of the city to be destroyed*, or *Caesar was desirous of destroying the city*.

3. In sentence 3, **petendam** is a gerundive. It agrees with the accusative **pācem**, the object of the preposition *ad*, as an adjective. The phrase, **ad pācem petendam**, translated literally is, *for peace to be sought*, and is equal to, *for the purpose of seeking peace*.

4. In sentence 1, that **servandum** expresses purpose and is equal to **ut servāret** (284); and **ad pācem petendam** in sentence 3, expresses purpose and is equal to **ut pācem peterent** (284).

Learn the words in section 363.

124. Questions to be reviewed.

1. Translate into English the sentences in section 364, I: and into Latin those of section 364, II, and notice:

(a) In I, 7, **ēducandōs** is a gerundive expressing purpose and is translated, *for the purpose of bringing up or to bring up*.

(b) In I, 14, **moritūrī** is the future active participle and is translated *about to die*. This sentence is celebrated, as it is said that the Christians, when led to their death in the amphitheatre at Rome, cried out these words when passing the emperor's seat.

2. Write the gerundive of each verb in section 363.

3. Write the infinitives, active and passive, of the verbs in section 363.

4. Write a synopsis of **ēducō** in the third person plural, indicative and subjunctive, active and passive.

LESSON LXIII

125. Assignment of the work.

If the gerundive **amandus**, -a, -um, is declined, the forms found in the genitive, dative, accusative, and ablative singular, e. g., genitive **amandī**, dative **amandō**, accusative **amandum**, ablative **amandō**, form the *gerund* of the verb.

The *gerund*, then, is the same in form as the genitive, dative, accusative, and ablative, of the gerundive.

The *gerund* is a verbal noun, while the *gerundive* is a verbal adjective. The *gerund*, then, does not agree with a noun, but may take a noun as an object.

Learn the gerunds of **amō**, **moneō**, **regō**, **capiō**, and **audiō**, in sections 497, 498, 499, 500, 501.

Study the model sentences in section 367, and notice:

1. In sentence 1, **dēlendī** is the gerund and takes **urbem** as its direct object. Its use is that of a noun.

2. In sentence 2, **pūgnandum** is the gerund and is the object of the preposition **ad**, the phrase **ad pūgnandum** expresses purpose. Its use is that of a noun.

3. In sentence 3, **discendō** is the gerund and is in the ablative to express means. Its use is that of any other noun.

4. Compare **urbem dēlendī** (sentence 1) with **urbis dēlendae** (362, 2). In these the difference between the uses of the gerund and gerundive is clearly brought out. The gerund is a verbal noun that takes an accusative of direct object, and the gerundive is an adjective that agrees with its noun. But both mean the same thing.

Learn the words in section 368.

126. Questions to be reviewed.

1. Write the English of the sentences in section 369, I; and the Latin of those in section 369, II, and notice that the *ī*, *ō*, *um*, *ō* endings are gerunds, the others gerundives.

2. Write the list of gerunds used in section 369, I, II.

3. Write the list of gerundives used in section 369, I, II.

4. Write all the participles, active and passive, of *accēdō*.

5. Write all the infinitives, active and passive, of *cōniciō*.

6. Write the present, and future imperatives, active and passive, of *contemnō*.

7. Write the gerunds of *nāvigō*.

8. Write a synopsis of *ōrō* in the second singular, indicative and subjunctive, active and passive.

9. Write the declension of: (1) *deus* (see 482); (2) *industria*; (3) *spatium*.

10. Compare *ūtilis*.

LESSON LXIV**127. Assignment of work.**

The *supine* is a verbal noun and has only two forms, viz., the accusative and ablative singular, and is formed as follows:

1. Accusative of supine = *participle stem* + *um*, e. g., *amat um*.

2. Ablative of supine = *participle stem* + *ū*, e. g., *amat ū*.

The uses of the supine are as follows:

1. The accusative of supine is used after verbs of motion to express purpose, e. g., in sentence 1, *pācem petītum* means *for the purpose of seeking peace* or *to seek peace*, and is equivalent to *ut pācem petant* (284), and *ad pācem petendam* (362, b).

2. The ablative of supine is used to denote *in what respect* a thing is true and is an *ablative of respect*. It is translated as an infinitive, e. g., in sentence 2, *factū* is the ablative of supine and is translated *in respect to the doing* or *to do*.

Learn the supines of *amō*, *moneō*, *regō*, *capiō*, and *audiō* in sections 497, 498, 499, 500, 501.

128. Questions to be reviewed.

1. Write the English of the sentences in section 375, I; and the Latin of those in section 375, II, and notice:

(a) In I, 1, **rogātum auxilium** = *for the purpose of asking aid*.

(b) In I, 5, **factū** = *to do*.

(c) In II, 1, **animō** *in mind* = ablative of respect.

(d) In II, 3, to say than to do = *in the saying than in the doing* = ablative of supine.

2. Write the translation into English of section 376, and notice:

1. In line 1, **rēgibus expulsīs** is an ablative absolute; and is translated *the kings having been driven out*.

2. In line 9, **senātuī** is a dative with a verb compounded with **prae**.

3. Write the answer to each question of the review in section 377.

4. Write out the supines of **amō**, **moneō**, **regō**, **capiō**, and **audiō**.

LESSON LXV

129. Assignment of work.

Review the complete conjugation (inflection) of **amō** (497).

Review the formation of all tenses of the indicative, subjunctive, imperative, all forms of the infinitive, participle, gerundive, gerund, and supine.

Review the verbs in section 379. Be sure that the principal parts are memorized.

130. Questions to be reviewed.

1. Write the English of the Latin in section 380, I; and the Latin of the English in section 380, II. Notice that section 380 constitutes a review of verb forms of the first and of the second conjugation.

2. Write the translation into English of the story of Romulus and Remus in section 381, and notice:

(a) In line 5, **relābente** is the present participle, **relābens** in the ablative singular forming with *flūmine* an *ablative absolute*, and is translated, *the river subsiding*.

(b) In line 6, **īnfantīs** is an accusative plural of an *i-stem* noun of the third declension, the object of **lambit**.

(c) In line 9, **ēducandōs** is the accusative of gerundive, and expresses purpose, translated *to be brought up*.

3. Write a synopsis of **mūtō** in the third person singular, indicative and subjunctive, active and passive. Write the present and future imperatives, active and passive, the infinitives and participles, active and passive, the gerundive, gerund, and supine.

EXAMINATION

LESSONS LXI, LXII, LXIII, LXIV, LXV

- I. Translate the following Latin sentences into English:
 - (a) Caesar, hostibus victīs, milītēs Rōmam mīsīt.
 - (b) Multī rēgēs bellōrum gerendōrum cupidī sunt.
 - (c) Caesar finem ōrandī fēcīt.
 - (d) Rōmānī nuntium ad Caesarem rogātum auxilium mīsērunt.
 - (e) Ille puer patrī virtūte similis est.
- II. Translate the following English sentences into Latin:
 - (a) The city having been fortified, the citizens were a great aid to the soldiers.
 - (b) The legion is prepared to wage war. (**ad** with accusative of gerundive.)
 - (c) Night made an end of the fighting. (Genitive of gerund.)
 - (d) A messenger came to Rome to seek peace. (Supine in **um**.)
 - (e) That is easier to say than to do. (Supine in **u**.)
- III. What two modes are used in commands and appeals?
- IV. Write the present participle of (a) **amō**; (b) **moneō**; (c) **regō**; (d) **capiō**; (e) **audiō**.
- V. Write the future participle, active and passive, of the verbs named in question IV.
- VI. Write the perfect participle of the verbs named in question IV.
- VII. Express in Latin *of seeing the town*, (a) using the gerundive; (b) using the gerund.
- VIII. What is a verbal noun?
- IX. Write an original Latin sentence which has in it (a) a gerundive; (b) a gerund.
- X. Write an original sentence which has in it a gerund expressing purpose.

LESSON LXVI

131. Assignment of work.

Review the complete conjugation of **regō** (499); of **capiō** (500); of **audiō** (501).

Review the verbs in section 383.

132. Questions to be reviewed.

1. Write the English of the Latin forms in section 384, I; and the Latin of the English forms in section 384, II.

2. Translate into English the continuation of the story of Romulus and Remus in section 385. First review the translation of the first part of the story in section 381. Fix this story in mind, as it is the well-known myth in reference to the founding of Rome. In section 385, notice:

(a) In lines 1 and 2, **prīmo deinde** are really corresponsives and may be translated *at first and then*.

(b) In line 2, **virīs** is the accusative plural of **vīs**, and is the direct object of **auxērunt**, translated, *they increased their strength*.

(c) In line 5, **esset** is subjunctive of indirect question.

(d) In line 6, **pāstōribus armātīs** is ablative absolute.

(e) In line 6, **ad** is omitted before **Albam**, because **Albam** is the name of a town.

3. Write a synopsis of **vincō** in the third person plural, indicative and subjunctive, active and passive.

4. Write the present and future imperatives, active and passive, of **mūniō**.

5. Write the infinitives and participles, active and passive, of **pōnō**.

6. Write the gerundive, gerunds, and supines of **iaciō**.

7. Give three ways of expressing purpose.

LESSON LXVII

133. Assignment of work.

Study section 386 on page 152, and section 509, in regard to deponent verbs, and notice:

1. A deponent verb is *passive in form*, but *active in meaning*, e. g., **ūtor**, *I use not, I am used*.

NOTE: The word deponent comes from the Latin verb **dēpōnō**, *lay aside*, so a deponent verb has *laid aside its active form*.

2. That they occur in each of the regular conjugations, and are distinguished by the ending of the present infinitive, only, in deponent verbs, the infinitive is the *present passive*, instead of the *present active*, as has been learned of all other verbs, e. g.,

(a) A deponent whose present infinitive ends in *ārī* is a deponent of the first conjugation, e. g., **hortor**, **hortārī**.

(b) A deponent whose present infinitive ends in *ērī* is a deponent of the second conjugation, e. g., **vereor**, **verērī**.

(c) A deponent whose present infinitive ends in *ī* is a deponent of the third conjugation, e. g., **sequor**, *ī*.

(d) A deponent whose present infinitive ends in *īrī* is a deponent of the fourth conjugation, e. g., **potior**, **īrī**.

3. That deponents have their participles in both voices, and that the *perfect participle* is *active*.

4. That deponents have a future active infinitive, e. g., **hortātūrus esse**.

Learn the principal parts, the meanings, and be prepared to give a synopsis of the deponents, **hortor**, **vereor**, **sequor**, and **potior**, in section 509.

Study the model sentences in section 387, and notice that (1) **aurō** and (2) **lūce** are *ablatives* but are *translated* as *accusatives of direct object*. There are five verbs which, with their compounds, have this peculiarity. Learn them in section 388.

Learn the words in section 389.

134. Questions to be reviewed.

1. Write the English of the sentences in section 390, I; and the Latin of those in section 390, II. Be careful of deponent verbs. Your translation will be all wrong unless you remember that they are active in meaning while passive in form.

2. Notice:

(a) In I, 11, **ūtāmur** is subjunctive (340).

(b) In I, 12, **Rōmā** = *ab Rōmā* (197, 3).

(c) In I, 13, **usuī** is a dative of purpose or service (349).

(d) In II, 7, *love* must be put into the case that follows **ūtor** (388).

3. Write a synopsis of **hortor** in indicative and subjunctive, second singular.

4. Write a synopsis of **vereor** in the indicative and subjunctive, third singular.

5. Write a synopsis of **sequor** in the indicative and subjunctive, first plural.

6. Write a synopsis of **potior** in the indicative and subjunctive, third plural.

7. Write the declension of: (1) **sapientia**; (2) **scriptor**; (3) **sōl**; (4) **ūsus**.

8. Write the imperatives, infinitives, and participles of **utor**.

LESSON LXVIII

135. Assignment of work

So far, with the exception of **sum**, only regular verbs have been studied. Now, the study of the irregular verbs is taken up.

1. A *regular verb* is a verb whose tenses and other forms are built up from the principal parts according to a uniform law, e g., **amō**.

2. An *irregular verb* is a verb some of whose forms are not built up from the principal parts according to a uniform law, e. g., **sum**.

Learn the principal parts, meanings, and conjugation of: **volō**, **nōlō**, and **mālō**, in section 505, and notice:

1. That the irregularities are found in the present indicative and the present subjunctive.

2. That with the exception of present indicative and present subjunctive, everything follows regularly from the principal parts.

Study the model sentences in section 392, and notice:

1. In sentence 1, **mihi** the *dative* singular of **ego** is used with **placet**, a verb of *pleasing*.

2. In sentence 2, **amicō** the *dative* of **amicus** is used with **persuādet**, a verb of *persuading*. That **persuādet** also takes an *ut* substantive clause which expresses what was persuaded to the friend (**amicō**). Remember, then, that **persuādeō** takes a *dative* of the *person persuaded* and an *ut* substantive clause of the thing persuaded.

Learn the rule and list of verbs that govern the dative in section 393.

Learn the words in section 394. Remember that time is well spent in reviewing vocabularies. Notice that **enim** can never be used as the first word in a sentence. Such a word is called a *postpositive*.

136. Questions to be reviewed.

1. Write the English of the sentences in section 395, I; and the Latin of those in section 395, II. Notice:

- (a) In I, 7, **quam** is translated *than*.
(b) In I, 9, **nonne** expects the answer *yes*. The sentence translated is, *You wish (vīs) to be an aid to your mother, don't you?*
(c) In II, 3, *for the sake of* is to be expressed by one word (368).

2. Write a synopsis of **volō** in the second singular, indicative and subjunctive.

3. Write a synopsis of **nōlō** in the third singular, indicative and subjunctive.

4. Write a synopsis of **mālō** in the first plural, indicative and subjunctive.

5. Make a list of the datives used with special verbs in section 395, I, II.

6. Write a synopsis of **persuādeō** in the second singular, indicative and subjunctive, active and passive.

7. To what conjugation does **experior** belong?

LESSON LXIX

137. Assignment of work.

A dependent clause introduced by **cum** and followed by the subjunctive is used to describe a situation in which the main act takes place. Such a clause is a **cum descriptive clause**.

NOTE: By main act is meant the act as indicated by the verb of the independent clause.

1. When the **cum descriptive clause** places the emphasis upon the *time* of the main act, the clause is a *cum temporal clause*. The verb is in the imperfect or pluperfect subjunctive (section 396, 2) and **cum** is translated *when*. NOTE: When the tense used is neither imperfect nor pluperfect, the indicative is used. (Section 396, 1.)

2. When the **cum descriptive clause** places the emphasis upon the *cause* or *reason* for the performance of the main act, the clause is called *cum causal*. The verb is always in the subjunctive. **Cum** is translated *since*, *as*, *because*, (section 396, 3).

3. When the **cum descriptive clause** places the emphasis upon an idea contrasted with, or in opposition to the main act, the clause is called *cum concessive* or *cum adversative*. The verb is always subjunctive. **Cum** is translated *although* (section 396, 4).

NOTE: The *cum concessive clause* always concedes a fact in spite of which concession the main act is true.

Now study sections 396, 397, 398, and fix in mind:

1. A **cum temporal** clause takes the subjunctive when the tense is imperfect or pluperfect, otherwise the indicative, and **cum** is translated *when*.

2. A **cum causal** clause always takes the subjunctive and **cum** is translated *since, as, because*.

3. A **cum concessive** clause always takes the subjunctive and **cum** is translated *although*.

4. The context will tell which clause is used.

5. The verbs in the subordinate clauses are in accordance with the law of *sequence of tenses* (Lesson XLIX).

Learn the words in section 399.

138. Questions to be reviewed.

Write the English of the sentences in section 400, and notice carefully the different kinds of **cum** clauses, and that some may be translated in more than one way.

2. Write the Latin of the sentences in section 402, and notice:

(a) In sentence 1, *when Fabius was sold*, is *temporal*. The tense is imperfect, therefore the imperfect subjunctive must be used.

(b) In sentence 3, *when a consul approaches*, is *temporal*. The tense is present, therefore the present indicative must be used.

3. Write the translation of section 401, and notice carefully the references at the bottom of the page. Look these up for the sake of the review. They will help greatly in the translation of the section.

4. Write out the **cum-temporal** clauses in sections 400, 401, 402.

5. Write out the **cum-causal** clauses in sections 400, 401, 402.

6. Write out the **cum-concessive** clauses in sections 400, 401, 402.

LESSON LXX

139. Assignment of work.

In section 403, page 158, study the definitions, and notice:

1. A conditional sentence consists of two parts, *a condition*, also called the *protasis*, and *a conclusion*, also called the *apodosis*.

2. The *condition (protasis)* is a dependent clause generally introduced by *sī (if)*. The *conclusion (apodosis)* is the independent or principal clause upon which the condition depends.

Study the model sentences in section 404, and notice:

1. That a *simple condition* is a condition in which nothing is implied (suggested) in regard to the truth of the condition (supposition), e. g., **Sī hōc facit, bene est.** **Sī hōc facit** is the *condition* or *protasis*, **bene est** is the *conclusion* or *apodosis*. *If he does this* gives no suggestion as to whether or not he will do it, but simply says, *if he does this, it is well*, (404, 1, 2, 3). The indicative is used in both clauses.

2. That a *doubtful condition* is a condition in which the truth of the condition is suggested as *possible* or *probable*. This condition takes the present or perfect subjunctive in both clauses. It is sometimes called the *future less vivid condition*. The possibility is usually expressed by *should* *would* (404, 4).

3. That a *contrary to fact condition* is a condition in which the supposed case is contrary to fact (untrue). Either the imperfect or the pluperfect subjunctive is used in both clauses, the imperfect to express present time (404, 5), the pluperfect to express past time (404, 6).

Now learn the rules in sections 405, 406, 407.

2. Learn the words in section 408.

140. Questions to be reviewed.

1. Write the English of the sentences in section 409, I; and the Latin of those in section 409, II.

2. Mention the sentences by number and tell what kind of a condition is used in each. Tell why you know it is the kind of a condition you mention.

3. Write the declension of: (1) **cēna**; (2) **dictātor**; (3) **senātus**.

4. Write the following forms of **respondeō**: (1) a synopsis in the third singular, indicative and subjunctive, active and passive; (2) the present and future imperatives, active and passive; (3) the infinitives, active and passive; (4) the participles, active and passive; (5) the gerundive; (6) the gerunds; (7) the supines.

EXAMINATION

LESSONS LXVI, LXVII, LXVIII, LXIX, LXX

- I. Translate the following Latin sentences into English:
- (a) Ego eōs cum omnibus cōpiīs sequar.
 - (b) Militēs gladiīs suīs cum sapientiā ūtentur.
 - (c) Caesar militibus persuādet ut pugnent.
 - (d) Mīles, cum id nūntiātum esset, ad Caesarem contendit.
 - (e) Sī dux fortius pūgnāvisset, victōriam reportāvisset.
- II. Translate the following English sentences into Latin:
- (a) Our mothers enjoy (fruo) their children.
 - (b) He was preferring to be good rather than to seem good.
 - (c) When the boy arrived home, his father was there.
 - (d) If the soldier should fight well, he would conquer the enemy. (Doubtful condition.)
 - (e) If Caesar had been in the battle, he would have conquered the enemy. (Condition contrary to fact.)
- III. What is meant by a deponent verb?
- IV. Write the list of deponent verbs which govern the ablative, and give their meaning.
- V. Conjugate (a) **volō**; (b) **nōlō**; (c) **mālō**, in the present indicative.
- VI. Write a list of at least five verbs which govern the dative and give the meaning of each verb.
- VII. Write a Latin sentence which contains a *cum-clause* expressing *time*.
- VIII. Write a Latin sentence which contains a *cum-clause* expressing *cause*.
- IX. Write in English a *simple condition*.
- X. Analyze the verbs found in sentences in question I. (Give tense, voice, mood and reason for mood.)

LESSON LXXI

141. Assignment of work.

Review the tense formation of the verb, the translation into English of all verb forms, purpose constructions, **cum** clauses, conditional sentences, and indirect questions.

Learn the words in section 413.

142. Questions to be reviewed.

1. Write out the answer to each question of the review in section 410.

2. Translate into English section 411, and notice:

(a) Line 2, **ordinibus** is a dative with a verb compounded with **ad**.

(b) Line 3, **uter** introduces an indirect question the verb of which is the subjunctive **antepōneretur**. **Alteri** is a dative with a compound of **ante**. *Which should precede the other?*

(c) Line 7, **probandae** is the gerundive modifying **virtūtis**. The sentence translated is, *Why do you hesitate, Vorēnus, he said, or what chance of proving your valor do you wait for?*

(d) Line 8, notice the **cum** temporal.

3. Write into Latin the sentences in section 412, and notice:

(a) In sentence 1, *for many years*, is accusative of extent of time.

(b) In sentence 2, *each—to the other*, (see section 411, line 3).

(c) In sentence 3, *why he hesitated*, is an indirect question.

LESSON LXXII

143. Assignment of work.

In section 507, page 235, learn the principal parts, meanings, and conjugation of the irregular verb **eō**.

In section 506, page 234, learn the principal parts, meanings, and conjugation of the irregular verb **ferō**.

In section 508, page 236, learn the principal parts, meanings, and conjugation of the irregular verb **fīō**.

In the conjugation of **eō**, **ferō**, and **fīō**, notice:

1. That the principal irregularity is with the present tense, indicative and subjunctive, as it was with **volō**, **nōlō**, and **mālō**.

2. That with the exception of the present tense, indicative and subjunctive, the forms are derived regularly from the principal parts.

3. That **ferō** is the only irregular verb to have both an active and passive voice.

4. That **fiō** serves as a passive of **faciō**. It is a *semi-deponent* verb, i. e., the forms built from the present stem are active, and those from the perfect stem are passive.

Study the model sentences in section 415, and notice:

1. That after a verb of fearing **ut** is to be translated as if it were **nē**, i. e., *that not* (415, 1).

2. That after a verb of fearing **nē** is to be translated as if it were **ut**, i. e., *that* or *lest* (415, 2).

3. That the present subjunctive may be translated as a future indicative (415, 2).

144. Questions to be reviewed.

1. Write the English of the sentences in section 416, I; and the Latin of those in section 416, II, and notice:

(a) In I, 8, **nē** is to be translated affirmatively, i. e., as if it were **ut**.

(b) In I, 9, **ut** is to be translated negatively, i. e., as if it were **nē**.

(c) In II, 4, *that* is to be translated negatively, i. e., as if it were *that not*.

(d) In II, 5, *that not* is to be translated affirmatively, i. e., as if it were *that*.

2. Write the translation of section 417, and notice:

(a) In line 1, **nē . . . quidem** is *not even*, the word placed between **nē** and **quidem** is always emphatic.

(b) In line 6, notice the gerundive **prōgrediendī**. **Pullōnī** is a dative of possession and should be translated as a genitive.

(c) Notice all the helps at the bottom of the section.

3. Write a synopsis of **eō** in the second person singular, indicative and subjunctive.

4. Write a synopsis of **ferō** in the third singular, indicative and subjunctive, active and passive.

5. Write a synopsis of **fiō** in the first plural, indicative and subjunctive.

LESSON LXXIII

145. Assignment of work.

A verb that has no personal subject is called an impersonal verb, e. g., **licet** (it is permitted) (418, 3).

Some verbs are used impersonally in the third singular, e. g., **pūgnābātur** (it was being fought) (418, 1); **accidit** (it happened) (418, 2).

The subject of an impersonal verb may be:

1. *Id* (it), found in the third singular of the verb (418, 1).
2. *A clause*, e. g., *ut lūna plēna esset* (in 418, 2) tells what happened and therefore is the subject of *accidit*.
3. An *infinitive*, e. g., *īre* (418, 3) tells what is permitted to you (*tibi*), and is therefore the subject of *licet*.

Study the model sentence in section 419, and notice:

1. That the *quī* clause clearly expresses purpose.
2. That the *quī* clause of purpose could have been an *ut* clause of purpose (284).
3. That when the purpose idea is closely connected with some word in the independent clause, e. g., *lēgātōs* (419, 1) the *quī* clause is preferable.

Now learn the rule in section 420.

Learn the words in section 421.

146. Questions to be reviewed.

1. Write the English of the sentences in section 422, I; and the Latin of those in section 422, II, and notice:

- (a) The impersonal verbs, e. g., I, 1, 2, 3, 4, 5, 7, 9, and II, 1, 3, 5.
- (b) The gerundive, e. g., I, 9, and II, 3.
- (c) Clause after a verb of fearing, e. g., I, 8, and II, 4.
- (d) Relative clause of purpose, e. g., I, 10, and II, 2.

2. Write the translation of section 423. First review the translation (do not write it) of sections 411, 417, to have the story (context) in mind. This review will help in the translation of section 423. Notice:

- (a) Line 3, *cupidius* is a comparative degree = *too eagerly*.
- (b) Line 8, *auxiliō salūtique* are datives of service or purpose.

3. Write a list of verbs used impersonally in section 422, I, II.

4. Write the declension of: (1) *cohors*; (2) *subsidium*.

5. Write a synopsis of *volō* in the third plural, indicative and subjunctive.

LESSON LXXIV

147. Assignment of work.

Periphrastic means a roundabout way of expressing anything, e. g., *amātūrus sum* = *ready to love*, or *about to love*, *I am* or *going to love* = *I am ready to love*, *I am about to love*, or *I am going to love*.

In Latin there are two so-called periphrastic conjugations, viz.:

1. The *first* or *active periphrastic* conjugation which is formed by adding to the *future active participle* the forms of **sum**, i. e., first or active periphrastic = future active participle + forms of **sum**, e. g., **amātūrus est**. The first periphrastic expresses futurity and thus permits the subjunctive to express future time, e. g., 425, 1, 2.

2. The *second* or *passive periphrastic* conjugation is formed by adding to the *future passive participle* (gerundive) the forms of **sum**. It expresses *duty, necessity, or obligation*, e. g., **amandus est**, *he is to be loved, he must be loved, he ought to be loved* (425, 3, 4, 5). Compare section 362, 1.

Now study sections 424 and 425, and learn the periphrastic conjugations in sections 510, 511.

In section 425, notice:

1. In sentence 4, **Caesarī** is a *dative* and expresses the person by whom all things had to be done or the *agent*. Notice that this dative is used with the second periphrastic conjugation.

2. In sentence 5, **mihi** is a *dative* and expresses the one by whom the writing must be done, or the *agent*. Notice that this dative is used with the second periphrastic conjugation.

Now learn the rule for the *dative of agent* in section 426. Compare this with the ablative of agent with passive verbs in section 208.

Learn the words in section 427.

148. Questions to be reviewed.

1. Write the English of the sentences in section 428, I; and the Latin of those in section 428, II. Notice carefully the periphrastic conjugations, and the dative of agent.

1. In I, 9, **gladiīs** is an ablative of means.

2. In I, 10, **ūtendum est** is impersonal (compare 425, 5); and **diligentiā** is an ablative with **ūtor**.

2. Write a synopsis of **moneō** in the first periphrastic conjugation, indicative and subjunctive, third singular.

3. Write a synopsis of **regō** in the second periphrastic conjugation, indicative and subjunctive, first plural.

4. Write the infinitives of the first and second periphrastic conjugations of **audiō**.

5. Write out all the datives of agent used in section 428, I, II.

6. Make a list of the first and second periphrastic forms of the verbs used in section 428, I, II.

7. Write the declension of: (1) **diligentia**; (2) **exsilium**; (3) **centuriō**.

LESSON LXXV

149. Assignment of work.

This lesson is a review of the different ways of expressing purpose. Study section 429, page 168, and notice the different ways of saying, *They came to seek peace*. Of course, *to seek peace*, is the purpose expression and may be expressed in Latin as follows:

1. **Vēnērunt ut pācem peterent**, *ut* with the subjunctive.
2. **Vēnērunt ad pācem petendam**, *ad* with the accusative of gerundive.
3. **Vēnērunt pācem petendī causā**, the genitive of gerund with *causā*.
4. **Vēnērunt pacis petendae causā**, the genitive of gerundive with *causā*.
5. **Vēnērunt pācem petitum**, the accusative of supine.
6. **Vēnērunt quī pācem peterent**, a relative with the subjunctive.

NOTE: Fix these six ways of expressing purpose firmly in mind.

150. Questions to be reviewed.

1. Write the answer to each question of review in section 430.

2. Write the English of section 431. Notice carefully the references and explanations at the bottom of page 169, which correspond to the numbers in the section.

3. Write the Latin for the sentences in section 433, and notice:

(a) In sentence 1, the *since* clause expresses *cause*, therefore expressed by **cum** with the subjunctive.

(b) In sentence 3, *for seizing hold . . . ships*, expresses *purpose* and may be expressed by **ad** with *gerundive*.

4. Write the declension of: (1) **rōbur**; (2) **vēlōcitās**.

5. Write the following forms of **īstituō**:

1. Synopsis, active and passive, indicative and subjunctive, in the first person singular.

2. Synopsis, indicative and subjunctive, in the first person singular of the first, and the second periphrastic conjugations.

3. The infinitives and participles, active and passive.

EXAMINATION

LESSONS LXXI, LXXII, LXXIII, LXXIV, LXXV

- I. Translate the following Latin sentences into English:
 - (a) Cum haec facta essent, ad castra iērunť.
 - (b) Verēbantur nē haec fierent.
 - (c) Lēgātōs quī auxilium peterent mīsit.
 - (d) Caesarī omnia erant agenda.
- II. Translate the following English sentences into Latin:
 - (a) The town must be defended by the general.
 - (b) The enemy feared that Caesar would attack the city.
 - (c) Ten cohorts were left near the town (**ad** with the accusative).
 - (d) Caesar will go to Rome when he has conquered Gaul.
- III. Conjugate (a) **eō**; (b) **fīō**; (c) **ferō** in the present indicative.
- IV. In a clause after a verb of fearing (a) When does **ut** introduce the clause? (b) When does **nē** introduce the clause? (c) What seems to happen to **ut** and **nē**?
- V. What word is translated *that not* (a) in purpose clauses? (b) in result clauses?
- VI. Write an English sentence which contains a *relative clause expressing purpose*. What mode would this relative clause expressing purpose take in Latin?
- VII. Name ten English words that have been derived from Latin. (Use vocabularies in Lessons LXVI-LXXV.) Name the word from which derived.
- VIII. Give a synopsis of the verb **moneō** in the first person singular indicative in the first periphrastic conjugation.
- IX. Give a synopsis of the verb **regō** in the first person singular indicative in the second periphrastic conjugation.
- X. What (a) does the first periphrastic conjugation express? (b) What does the second periphrastic conjugation express?

REVIEW OF DECLENSION

I. Nouns

Of the *first declension* end in **a** in the nominative singular.

1. Endings = a, ae, ae, am, ā; ae, ārum, īs, ās, īs, e. g., schola, hasta.
2. Gender is feminine, except a few, e. g., nauta, agricola, poēta.

Of the *second declension* end in **us** (masculine), **um** (neuter), **er, ir** (masculine).

1. Endings

Masculine = us, ī, ō, um, ō; ī, ōrum, īs, ōs, is, e. g., hortus.

Neuter = um, ī, ō, um, ō; a, ōrum, īs, a, īs, e. g., donum.

The **er** and **ir** nouns have no ending in the nominative singular.

2. The other cases are formed by adding the regular masculine endings to the nominative form, e. g., puer, puerī; vir, virī, etc.

Of the *third declension*. All genders have various endings in nominative singular.

1. Endings

Consonant stem = (s), is, ī, em, e; ēs, um, ibus, ēs, ibus.

Vowel or i-stem = (s), is, ī, em, e or ī; ēs, ium, ibus, ēs, or īs, ibus.

2. A noun has an i-stem:

(1) If it is a masculine or feminine noun ending in **is** or **es** and does not increase the number of syllables in the genitive, e. g., hostis.

(2) If it is a neuter ending in **e**, **al**, or **ar**, e. g., insigne, animal, exemplar.

(3) If it is a masculine or feminine ending in **ns** or **rs** e. g., mōns, pars.

(4) If it is a monosyllable ending in **s** or **x** following a consonant, e. g., urbs, arx.

Of the *fourth declension* end in **us** (masculine), and **u** (neuter) in nominative singular.

1. Endings

Masculine = us, ūs, uī or ū, um, ū; ūs, ūum, ibus, us, ibus, e. g., gradus.

Neuter = ū, us, ū, ū, ū; ua, ūum, ibus, ua, ibus, e. g., cornū.

Of the *fifth declension* end in **ēs** in the nominative singular and are usually feminine.

1. Endings = ēs, ēī, eī, em, ē; ēs, ērum, ēbus, ēs, ēbus, e. g., rēs.

Nouns whose declension is more or less irregular, e. g., deus, domus, vīs, iter, senex, mare, etc., (482).

II. Adjectives

Of the *first* and *second declension*.

1. **us, a, um, type**, e. g., **bonus, -a, -um** (483).
2. **er**, unsyncopated type, e. g., **liber, libera, liberum** (483).
3. **er**, syncopated type, e. g., **piger, pigra, pigrum** (483).

Of the *third declension*.

1. Adjectives having three forms for gender in the nominative singular, e. g., **ācer, ācris, ācre**.
2. Adjectives having two forms for gender in the nominative singular, e. g., **brevis, breve**.
3. Adjectives having one form for gender in the nominative singular, e. g., **audāx**. All present active participles are declined here, e. g., **amāns, monēns**.

III. Pronouns

Personal, **ego** (first person); **tū** (second person). For third person see demonstratives (493). The demonstratives **is, hic, ille**, and **iste** are used.

Relative, **quī, quae, quod** (494).

Interrogative, **quis, quae, quid** (495).

Demonstrative.

1. **hic, haec, hōc** (493). May also be used as a third personal pronoun. See personal pronoun II, a.
2. **is, ea, id** (493). May also be used as a third personal pronoun. See personal pronoun II, a.
3. **ille, illa, illud** (493). May also be used as a third personal pronoun. See personal pronoun II, a.
4. **iste, ista, istud** (492). May also be used as a third personal pronoun. See personal pronoun II, a.
5. **idem, eadem, idem** (492).
6. **ipse, ipsa, ipsum** (492). Sometimes called the intensive pronoun.

Indefinite.

1. **aliquis, aliqua, aliquid or aliquod** (496).
2. **quīdam, quaedam, quiddam or quoddam** (496).

IV. Participles

Present, declined like an adjective of the third declension with one form in the nominative singular for gender, e. g., **amāns** (see outline for declension of adjectives).

Future active, future passive, and perfect participles are declined like **bonus, -a, -um**, e. g., **amātūrus, amandus, amātus**.

REVIEW OF COMPARISON

I. Adjectives

Regular comparison

1. The positive degree is the adjective in the simplest form, e. g., **altus, bonus**.

2. The comparative degree = stem + **ior** to form masculine and feminine, and stem + **ius** to form the neuter, e. g., **altior, altius**.

3. The superlative degree = stem + **issimus, a, um**, e. g., **altissimus, -a, -um**.

NOTE: Stem (for practical purposes) = positive degree — **us**, e. g., **altus, alt**.

Irregular comparison

1. Adjectives whose positives end in **er** add **rimus, a, um**, to the positive to form the superlative, e. g., **pulcherrimus, -a, -um**.

2. Six adjectives whose positives end in **lis** form their superlative by adding **limus, a, um**, to the stem *minus* the stem vowel, e. g., **facillimus, -a, -um**.

3. Several have irregular comparatives and superlatives, e. g., **bonus, malus** (see section 489).

II. Adverbs

Regular comparison

1. Positive degree is formed from:

(1) Adjectives of the first and second declension by changing the stem vowel **o** to **ē**, e. g., **alto** (stem) **altē** (adverb), or by dropping **us** and adding **ē**.

(2) Adjectives of the third declension by adding **ter** to the stem, e. g., **brevi** (stem), **brevis** (adjective), **breviter** (adverb).

2. Comparative degree = same as the neuter comparative of the adjectives, e. g., **altius, brevius**.

3. The superlative degree = same as the superlative of the adjective with final **us** changed to **ē**, e. g., **altissimē, brevissimē**.

REVIEW OF THE FORMATION OF VERB FORMS

I. Principal Parts

Present indicative, given to name the verb, e. g., **amō**.

Present infinitive, given to get the present stem, e. g., **amāre**;
present stem = present active infinitive — **re**, e. g., **amā**.

Perfect indicative, given to get perfect stem, e. g., **amāvī**;
perfect stem = perfect indicative — **ī**, e. g., **amav**.

Perfect participle, given to get participle or supine stem,
e. g., **amātus**; participle or supine stem = perfect participle —
us, e. g., **amat**.

II. Personal endings

Active, **m, s, t**; **mus, tis, nt**.

Passive, **r, ris** or **re, tur**; **mur, minī, ntur**.

III. Formation of tenses

Indicative mode

1. Present tense = present stem + personal endings, e. g., **amat**
(active); **amātur** (passive); except:

(1) In the first singular, stem vowel is changed to **o** and personal ending **m** is dropped.

(2) In the third conjugation, stem vowel **e** is changed to **i** in the second and third singular and the first and second plural, and to **u** in the third plural.

(3) In the third person plural of the fourth conjugation, **u** is added to the stem before the personal ending is added.

2. Imperfect tense = present stem + **ba** + personal endings, e. g., **amābat, amābātur**.

3. Future tense = present stem + **bi** + personal endings, e. g., **amābit, amābitur**. Except:

(1) In verbs of the third and fourth conjugations **bi** is dropped, and in the third conjugation the stem vowel **e** is changed to **a** in the first singular, e. g., **regam**. In the **iō** verbs of the third conjugation **i** is used before the stem vowel **e**, e. g., **capiet, capiētur**. (Remember the stem vowel is **a** in the first person singular.) In the fourth conjugation first person singular **a** is added to the stem and in all other persons **e** before the personal endings, e. g., **audiet, audiētur**.

(2) In the passive second singular of verbs of the first and second conjugations **bi** is changed to **be**, e. g., **amāberis**.

4. Perfect tense

{ Active = perfect stem + perfect personal endings **ī, istī, it; imus, istis, ērunt** or **ēre**, e. g., **amāvit**.
Passive = perfect participle + present indicative of **sum**, e. g., **amātus est**.

- | | | |
|-------------------------|---|---|
| 5. Pluperfect tense | { | Active = perfect stem + era + personal endings, e. g., amāverat . |
| | | Passive = perfect participle + imperfect indicative of sum , e. g., amātus erat . |
| 6. Future perfect tense | { | Active = perfect stem + eri + personal endings, e. g., amāverit . |
| | | Passive = perfect participle + future indicative of sum , e. g., amātus erit . |

Subjunctive mode

- | | | |
|---|---|--|
| 1. Present tense | { | First conjugation = present stem with stem vowel a changed to e + personal endings, e. g., amet, amētur . |
| | | Second conjugation = present stem + a + personal endings, e. g., moneat, moneātur . |
| | | Third conjugation = present stem with stem vowel e changed to a + personal endings, e. g., regat, regātur . |
| | | Fourth conjugation = present stem + a + personal endings, e. g., audiat, audiātur . |
| 2. Imperfect tense = present active infinitive + personal endings, e. g., amāret, amārētur . | | |
| 3. Perfect tense | { | Active = perfect stem + eri + personal endings, e. g., amāverit . |
| | | Passive = perfect participle + present subjunctive of sum , e. g., amātus sit . |
| 4. Pluperfect tense | { | Active = perfect stem + isse + personal endings, or the perfect active infinitive + personal endings, e. g., amāvisset . |
| | | Passive = perfect participle + imperfect subjunctive of sum , e. g., amātus esset . |

Imperative mode

- | | | |
|------------|---|---|
| 1. Present | { | Active second singular = present stem, e. g., amā . |
| | | Active second plural = present stem + te , e. g., amate . |
| | | Passive second singular = same form as present active infinitive, e. g., amāre . |
| | | Passive second plural = present stem + mini , e. g., amāmini . |
| 2. Future | { | Active second and third singular = present stem + tō , e. g., amātō . |
| | | Active second plural = present stem + tōte , e. g., amātōte . |
| | | Active third plural = present stem + ntō , e. g., amantō . |
| | | Passive second and third singular = present stem + tor , e. g., amātor . |
| | | Passive third plural = present stem + ntor , e. g., amantor . |

Participles

1. Present = present stem + **ns**, e. g., **amāns**.

2. Future { Active = participle stem + **ūr** + **us, a, um**, e. g., **amātūrus, a, um**.
 Passive = present stem + **nd** + **us, a, um**, e. g., **amandus, -a, -um**. NOTE: Sometimes called the *gerundive*.

3. Perfect = participle stem + **us, a, um**, e. g., **amātus, -a, -um**. NOTE: This is the fourth principal part of the verb.

Infinitives

1. Present { Active = present stem + **re**, e. g., **amāre**. NOTE: This is the second principal part of the verb.
 Passive = present stem + **rī** or = present active infinitive with final **e** changed to **ī**, e. g., **amārī**. NOTE: In the third conjugation **er** preceding the final **ī** is dropped, e. g., **regī**, not **regerī**.

2. Future { Active = future active participle + **esse**, e. g., **amātūrus esse**.
 Passive = neuter of perfect participle + **īrī**, e. g., **amātum īrī**.

3. Perfect { Active = perfect stem + **isse**, e. g., **amāvisse**.
 Passive = perfect participle + **esse**, e. g., **amātus esse**.

Gerund

1. Genitive = present stem + **nd** + **ī**, e. g., **amandī**.
2. Dative = present stem + **nd** + **ō**, e. g., **amandō**.
3. Accusative = present stem + **nd** + **um**, e. g., **amandum**.
4. Ablative = present stem + **nd** + **ō**, e. g., **amandō**.

Supine

1. Accusative of = participle stem + **um**, e. g., **amātum**. NOTE: The same as the neuter of the perfect participle.
2. Ablative of = participle stem + **ū**, e. g., **amātū**.

Periphrastic conjugations

1. First or active = *future active participle* + forms of **sum**, e. g., **amātūrus est**.
2. Second or passive = *future passive participle* (gerundive) + forms of **sum**, e. g., **amandus est**.

NOTE: The *active* has the *active* future participle, while the *passive* has the *passive* future participle.

REVIEW OF RULES OF SYNTAX

Definition: *Syntax treats of the laws of sentence building.*

I. The six agreements:

1. A *verb* agrees with its *subject* in number and person (section 61).

E. g., *Miles pugnāt.* *Pugnāt* is in the third person singular to agree with its subject, *mīles*.

2. A *predicate noun* agrees in case with the subject of the verb (section 99).

E. g., *Caesar est mīles.* *Mīles* is the predicate noun and agrees with the subject of the verb *Caesar* in case. Both are in the nominative case.

3. An *appositive* agrees in case with the noun which it limits. The noun which the appositive limits is called the *subject of the appositive* (section 111).

E. g., *Cōsulēs Caesarem ducem in Galliam mīsērunt.* *Ducem* refers to the same person as *Caesarem* and agrees with it in case. Here the accusative case is used, but the agreement may be with any case.

4. *Adjectives* agree with their nouns in gender, number, and case (section 92).

E. g., *Miles equum magnum amat.* *Magnum* is an adjective modifying *equum*, and agrees with it in gender, number, and case.

5. A *predicate adjective after a complementary infinitive* agrees with the subject of the main verb (section 318, 2).

E. g., *Miles fortis esse cupit.* *Esse* completes the predicate and is therefore a complementary infinitive. The adjective *fortis* is used after *esse*, and therefore agrees with the subject of the sentence *mīles* in case.

6. A *relative pronoun* agrees with its antecedent in gender and number, but its case depends upon its relation to some word in its own clause (section 213).

E. g., *Miles, quem dux laudat, fortis est.* *Quem* is the

* Each rule of syntax is illustrated by a simple Latin sentence.

relative pronoun, and **mīles** is its antecedent. **Quem** agrees with **mīles** in the masculine gender and singular number, but its case is accusative because it is the object of **laudat**, while **mīles** is nominative subject of **est**.

II. Case syntax:

1. The *nominative case*.

(a) The *subject of a verb* is in the *nominative case* (section 51).

E. g., Miles pugnāt. **Miles** is the subject.

(b) A *predicate noun* is in the *nominative case* (section 99).

E. g., Vir est agricola. **Agricola** is the predicate noun.

2. The *genitive case*.

(a) *Genitive of the whole, or partitive genitive.*

The *whole of which a part is taken* is expressed by the *genitive case* (section 257).

E. g., Multī militum sunt fortēs. **Militum** denotes the whole class of soldiers, of which many (**multī**) are taken or are spoken of, and is therefore expressed by the *genitive*.

(b) *Of description.* A *noun* with an *adjective* modifying it may be used in the *genitive* to *describe* a person or thing (see *descriptive ablative*, section 307).

E. g., Miles fuit vir magnae virtūtis. **Magnae virtūtis** describes the soldier (**mīles**) by giving one of his characteristics, and is therefore in the *genitive*.

3. The *dative case*.

(a) *Indirect object* is expressed by the *dative case* (section 79).

E. g., Rex gladium ducī dedit. **Ducī** denotes the one *to whom* the sword is given, and is expressed by the *dative*.

(b) *With special adjectives.*

The *dative* is used with the special adjectives meaning *near, fit, friendly, pleasing, like*, and *their opposites* (section 117).

E. g., *Locus idōneus castrīs est.* *Idōneus* means *fit* and will take the *dative castrīs* (for a camp).

- (c) *Possessive dative.* The *dative* is used with forms of **sum** to denote *the possessor* (section 115).

E. g., *Ducī est scutum.* *To the general is a sword.* *The general has a sword.* **Ducī** denotes the *one who possesses* the sword, and is in the *dative* when the verb is some form of **sum**.

- (d) *With special verbs.* The *dative* is used with most verbs meaning *believe, favor, help, trust, please, and their opposites*; also *command, obey, and the like* (section 393).

E. g., *Miles ducī placet.* *The soldier is pleasing to the general.* **Placet** is a verb meaning *to please*, and governs the *dative ducī*.

- (e) *With compound verbs.* The *dative* is used with *many verbs* compounded with the prepositions **ad, ante, con, in, inter, ob, post, prae, pro, sub, and super** (section 347).

E. g., *Caesar militibus praefuit.* *Caesar commanded the soldiers.* **Praefuit** is a compound of **prae** and **fuit**, and governs the *dative*.

- (f) *The dative of service.* The *dative* is used with **sum** and a few other verbs to denote that for which a *thing serves* (section 349).

E. g., *Militēs oppidānīs auxiliō erant.* *The soldiers were (for) an aid to the townsmen.* **Auxiliō** tells *what service* the soldiers were to the townsmen, and is therefore in the *dative*.

- (g) *The dative of agent.* With the *gerundive*, the agent is expressed by the *dative* (section 426).

E. g., *Epistula mihi scribenda est.* *A letter must be written by me, or I must write a letter.* **Mihi** tells the one *by whom* the letter must be written, and is therefore in the *dative*.

4. The accusative case.

- (a) *Direct object.* The *direct object* of a transitive verb is in the *accusative case* (section 57).

E. g., Dux militem monuit. *The general warned the soldier. Militem is the direct object, and is in the accusative.*

- (b) *Place whither.* The accusative with **ad** or **in** is used to express the *place whither*. Names of towns and **domus** and **rūs** omit the preposition (section 160).

E. g., Dux militem ad oppidum misit. *The general sent the soldier to the town. Ad oppidum tells the place whither the soldier was sent, and therefore ad with the accusative is used.*

- (c) *Of extent of time or space.* Duration of time and extent of space are expressed by the accusative (section 278).

E. g., Caesar in Galliā octō annōs mānsit. *Caesar remained in Gaul eight years. Octō annōs tells the length of time of Caesar's stay, therefore is expressed by the accusative.*

E. g., Militēs quīque mīlia passuum iter fēcērunt. *The soldiers (made a journey) marched five miles (five thousand of paces). Quīque mīlia tells the extent of space, and is therefore accusative.*

- (d) *Subject of an infinitive.* The subject of an infinitive is in the accusative case (section 318).

E. g., Dux militēs esse fortēs cupit. *The general desires the soldiers to be brave. Militēs is the subject of the infinitive esse, and is therefore accusative.*

5. The ablative case.

- (a) *Place where.* The ablative with a preposition, generally **in**, is used to express *place where*. Names of towns, **domus** and **rūs**, omit the preposition (section 81).

E. g., Dux militēs in oppidō videt. *The general sees soldiers in the town. In oppidō tells the place where the general sees the soldiers, and is expressed by in with the ablative.*

- (b) *Of means or instrument.* The means or instrument of an action is expressed by the ablative (section 124).

E. g., Miles hostem patriae gladiō interfēcit. *The sol-*

dier killed the enemy of his fatherland with a sword. **Gladiō** is the *instrument* used by the soldier in killing the enemy, and is in the *ablative*.

- (c) *Of manner.* The *manner* of an action is expressed by **cum** with the *ablative*. If the *ablative* is modified by an adjective, **cum** may be omitted (section 129).

E. g., Miles cum studiō pugnāt. *The soldier fights (with zeal) zealously.* **Cum studiō** describes the *manner* of fighting, and is therefore **cum** with *ablative*.

- (d) *Of place whence.* *Place whence* is expressed by the *ablative* with the preposition. The prepositions are **ā** (**ab**), **ē** (**ex**), **dē**. Names of towns, **domus** and **rūs**, omit the preposition (section 159).

E. g., Militēs ex oppidō properāvērunt. *The soldiers hurried forth from the town.* **Ex oppidō** tells the *place whence* or *from where* the soldiers hurried, and is therefore expressed by **ex** with the *ablative*.

- (e) *Of cause.* The *ablative* is used to express *cause* or *reason* (section 165).

E. g., Miles vulnere est miser. *The soldier is wretched because of a wound.* **Vulnere** tells the *cause* of the soldier's wretchedness, and is therefore *ablative*.

- (f) *Of time when or within which.* The *ablative* is used to express the *time when* or *within which* (section 188).

E. g., Hominēs aestāte et hieme labōrant. *Men work in summer and winter.* **Aestāte** and **hieme** tell the *time when* the men work, and are therefore *ablative*.

- (g) *Of personal agent.* With a passive verb the *personal agent* is expressed by the *ablative* with the prepositions **a** or **ab** (section 208).

E. g., Caesar ab inimicīs interfectus est. *Caesar was killed by enemies.* **Ab inimicīs** tells *by whom* Caesar was killed. It is the *personal agent* with the passive verb **interfectus est**, and is therefore expressed by **ab** with the *ablative*.

- (h) *Of separation.* The *ablative* is used with words that indicate *privation*, *removal*, or *separation*. This *ablative* is used either with or without the prepositions

ab, **dē**, or **ex**, and indicates that of which somebody or something has been *deprived* or that from which somebody or something has been *removed* or *separated* (section 232).

E. g., **Dux oppidum periculō liberāvit.** *The general freed the town from danger.* **Periculō** tells that from which the town (**oppidum**) was freed (removed), and is therefore *ablative*.

- (i) *The comparative ablative.* The comparative degree is followed by the *ablative* when **quam** (*than*) is omitted (section 250).

E. g., **Pater altior filiō est.** *The father is taller than the son.* This sentence could be written **Pater altior quam filius est.** When **quam** is omitted the comparative **altior** is followed by the *ablative* **filiō**.

- (j) *Of degree of difference.* Degree (amount) of difference is expressed by the *ablative* (section 264).

E. g., **Pater altior pede est filiō.** *The father is a foot taller than the son (taller by a foot).* **Pede** tells the degree (amount) of difference between the height of the son and the height of the father, and is therefore *ablative*.

- (k) *Descriptive ablative.* A noun with an adjective modifying it may be used in the *ablative* to describe a person or thing (see descriptive genitive, section 307).

E. g., **Miles fuit vir magnō virtūte.** *The soldier was a man of great courage.* **Magnō virtūte** describes the soldier (**miles**) by giving one of his characteristics, and is therefore in the *ablative* or *genitive*.

- (l) *The ablative absolute.* A noun and a participle agreeing with the noun in the *ablative*, or two nouns in the *ablative*, may be used to express the *time*, *cause*, *reason*, or *some other circumstance* of the action of the main verb of a sentence (section 358).

E. g., **Castrīs mūnītis vincēmus.** *The camp having been fortified, we shall conquer.* **Castrīs mūnītis** is a noun in the *ablative* with a participle modifying it, and tells the reason why we shall conquer.

(m) *Of respect* (specification). The *ablative* may be used to denote in what respect a thing is true (section 374).
E. g., Rōmānī Gallōs virtūte superāvērunt. *The Romans surpassed the Gauls in courage.* **Virtūte** tells in what respect the Romans were superior to the Gauls, and is therefore *ablative*.

(n) *With deponent verbs.* The five deponent verbs, **ūtor**, **fruor**, **fungor**, **potior**, **vescor**, and their compounds, govern the *ablative*, i. e., take the *ablative* as if the *ablative* were the *direct object* (section 388).

E. g., Militēs gladiīs ūtuntur. *Soldiers use swords.* **Gladiīs** tell what the soldiers use and looks like a *direct object* of **ūtuntur**. But because **ūtuntur** is one of the special verbs mentioned above, **gladiīs** is *ablative*.

6. The *locative case*. With names of towns, **domus** and **rūs**, place where is expressed by the *locative case* (section 197, 1, and section 195).

E. g., Caesar Romae fuit. *Caesar was at Rome.* **Romae** tells where Caesar was, and is therefore *locative*.

III. Mode syntax:

1. Purpose clauses.

(a) An **ut** or a **ne** clause of purpose.

The subjunctive is used with **ut** (*so that*) and **ne** (*so that not*) to express purpose (section 284).

E. g., Dux militēs ad flūmen misit ut pontem dēlērent. *The general sent the soldiers to the river so that they might destroy the bridge.* The **ut dēlērent** clause tells the purpose the general had in mind in sending the soldiers to the river.

(b) *Relative clause of purpose.* A relative clause with its verb in the subjunctive may be used to express purpose (section 420).

E. g., Dux militēs, quī pontem dēlērent, ad flūmen misit. *The general sent to the river the soldiers who should destroy the bridge.* Here the **quī . . . dēlērent**

expresses the same idea as the **ut . . . dēlērent** clause above.

2. *Result clause.* The *subjunctive* is used with **ut** (*that*) and **ut non** (*that not*) to express *result* (section 290).

E. g., Miles tam male pugnāvit ut ā duce nōn laudārētur. *The soldier fought so badly that he was not praised by the general.* The **ut . . . nōn laudārētur** clause tells the *result* of the soldier's poor fight. Being negative, it is expressed by **ut . . . nōn** with the *subjunctive*.

3. *Cum-clauses.* A *cum-clause* is a clause introduced by **cum**.

- (a) *Cum-temporal.* When a clause is needed to express the *time* of the act of the main verb, the time may be expressed by **cum** with the *subjunctive* if the tense used in the temporal clause is imperfect or pluperfect, or by **cum** with the *indicative* if the tense is other than the imperfect or pluperfect (section 397).

E. g., Caesar, cum id nūtiātum esset, in Galliam contendit. *When this had been announced, Caesar hurried into Gaul.* The **cum . . . nūtiātum** clause tells *when* Caesar hastened into Gaul. The tense is pluperfect, therefore it is expressed by **cum** with the *subjunctive*. This is the general law.

- (b) *Cum-causal.* When a clause is needed to express the *cause* for the act of the main verb, the *cause* may be expressed by **cum** and the *subjunctive* (section 398).

E. g., Cum dux interfectus sit milites nōn pūgnāvērunt. *Since the general was killed the soldiers did not fight.* The **cum . . . interfectus sit** clause tells the reason why the soldiers did not fight.

- (c) *Cum-concessive (adversative).* When a subordinate clause expresses an idea *adverse* to the idea of the main clause, that adverse idea may be expressed by **cum** with the *subjunctive* (section 398).

E. g., Cum dux vulnerātus sit, milites fortiter pūgnāvērunt. *Although the general was killed, the soldiers fought bravely.* The **cum . . . vulnerātus sit** clause expresses an idea *adverse* to the idea in the main clause. It is a clause that concedes a point. Yet,

conceding the point, the idea in the main clause is asserted as true.

4. *Indirect question.* The verb of an *indirect* question is always in the *subjunctive* (section 295).

E. g., *Caesar audīverat ubi milītēs fuissent.* *Caesar had heard where the soldiers had been.* **Ubi . . . fuissent** is an *indirect question* after a verb of hearing, and its verb must be in the *subjunctive*. The direct form of the question is **Ubi milītēs fuerant?**

5. *Condition.* A *condition* is a *supposed* situation, and may take the *indicative* or *subjunctive* as follows:

(a) *Simple condition.* When nothing is said about the *truth* or *falsity* of the supposed situation, the *indicative* is used in both clauses. When the future tenses are used, the condition is called a *future more vivid condition* (section 405).

E. g., *Sī miles fortiter pūgnābit, vincet.* *If the soldier fights (shall fight) bravely, he will conquer.* Nothing is said as to whether he will or will not fight bravely. Therefore it is a *simple condition* of the *future more vivid* type.

(b) *Doubtful condition.* When the *supposed situation* is thought of as *possibly* or *probably true*, and yet there is a *doubt* about it, the *subjunctive present* or *perfect* is used in both clauses. The condition is also called a *future less vivid condition* as compared with the *future more vivid* form (section 406).

E. g., *Sī miles fortiter pugnet, vincat.* *If the soldier should fight bravely, he would conquer.* Here the *supposed situation* is looked at as *possibly* or *probably true*, and the *subjunctive* is used in both clauses. *Should* and *would* are contrasted to *shall* and *will* of the *future more vivid* type.

NOTE: The use of the perfect subjunctive in this condition is not common.

(c) *Contrary to fact.* When the *supposed situation* is *contrary to the facts* of the situation that really

existed, the *subjunctive imperfect* or *pluperfect* is used in both clauses (section 407).

E. g., **Sī mīles fortiter pūgnāvisset, vicisset.** *If the soldier had fought bravely, he would have conquered.* The soldier did *not* fight bravely, and he did *not* conquer. Therefore, the *supposed situation is contrary to the facts* of the situation which really existed.

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